ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON CAMPUS)

MIC PROPOSAL

နောက်ဆက်တွဲဇယား – ၁

ပုံစံ (၂)

ပြည်ထောင်စုသမ္မတ မြန်မာနိုင်ငံတော်အတွင်း ရင်းနှီးမြှုပ်နှံမှုပြုလုပ်ရန်
ရင်းနှီးမြှုပ်နှံသူ၏ အဆိုပြုချက်

015

သို့

ဥက္ကဋ္ဌ
မြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှုကော်မရှင်

စာအမှတ် ၊
ရက်စွဲ ၊ ၂၀ ခုနှစ်၊ လ ရက်

ကျွန်တော်/ကျွန်မသည် မြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှုဥပဒေပုဒ်မ ၃၆ နှင့်အညီ ပြည်ထောင်စုသမ္မတ မြန်မာနိုင်ငံတော်အတွင်း ရင်းနှီးမြှုပ်နှံမှုပြုလုပ်လိုပါသဖြင့် ခွင့်ပြုပါရန် အောက်ပါအချက်အလက်များကို ဖော်ပြ၍ လျှောက်ထားအပ်ပါသည်-

၁။ ရင်းနှီးမြှုပ်နှံသူ၏ -

(က) အမည် ဦးထင်ကျော်

(ခ) အဖအမည် ဦးကျော်ဝင်း

(ဂ) နိုင်ငံသားစိစစ်ရေးကတ်အမှတ်/ ၇/ဘအန(နိုင်) ၀၁၀၂၀၀
နိုင်ငံကူးလက်မှတ်အမှတ်

(ဃ) နိုင်ငံသား မြန်မာ

(င) နေရပ်လိပ်စာ
(၁) ပြည်တွင်း အမှတ် - ၉၆ (ဂျေ)၊ အင်းယားလမ်း၊ (၉)ရပ်ကွက်၊ ကမာရွတ်မြို့နယ်၊ ရန်ကုန်မြို့။
(၂) ပြည်ပ

(စ) တယ်လီဖုန်း /ဖက်စ်

(ဆ) အီးမေးလ်လိပ်စာ

(ဇ) ပင်မကုမ္ပဏီအမည်

(ဈ) ပင်မကုမ္ပဏီတည်ရှိရာလိပ်စာ

(ည) လုပ်ငန်းအမျိုးအစား

၂။ ဖက်စပ်ပြုလုပ်၍ ရင်းနှီးမြှုပ်နှံလိုပါကရင်းနှီးမြှုပ်နှံသူနှင့် ဖက်စပ်ပြုလုပ်မည့် သူများ၏ -

(က) အမည် ....

(ခ) အဖအမည် ....

(ဂ) နိုင်ငံသားစိစစ်ရေးကတ်အမှတ်/ ....
နိုင်ငံကူးလက်မှတ်အမှတ်

(ဃ) နိုင်ငံသား ....

(င) နေရပ်လိပ်စာ ....

(၁) ပြည်တွင်း ....

(၂) ပြည်ပ ....

(စ) ပင်မကုမ္ပဏီအမည် ....

(ဆ) ပင်မကုမ္ပဏီတည်ရှိရာလိပ်စာ ....

မှတ်ချက်။ အထက်အပိုဒ် ၁၊ ၂ တို့နှင့် စပ်လျဉ်း၍ အောက်ပါအချက်များကို ပူးတွဲ တင်ပြရန်-

(၁) ကုမ္ပဏီမှတ်ပုံတင်အထောက်အထားများ (မိတ္တူ)

(၂) နိုင်ငံသားစိစစ်ရေးကတ်အမှတ် (မိတ္တူ) နှင့် နိုင်ငံကူးလက်မှတ် (မိတ္တူ)

(၃) အဆိုပြုလုပ်ငန်းတွင် ပါဝင်လိုသူများ၏ လုပ်ငန်းပိုင်းနှင့် ငွေရေးကြေးရေး ဆိုင်ရာအထောက်အထားများ

၃။ ရင်းနှီးမြှုပ်နှံသူကိုယ်တိုင် လျှောက်ထားခြင်းမဟုတ်ပါကလျှောက်ထားသူ၏ -

(က) အမည် ....

(ခ) ဆက်သွယ်ရမည့်ပုဂ္ဂိုလ်အမည် ....
(လျှောက်ထားသူသည် စီးပွားရေးအဖွဲ့အစည်းဖြစ်ပါက)

မှတ်ချက်။ တရားဝင်ကိုယ်စားလှယ်လွှဲစာပူးတွဲတင်ပြရန်

(ဂ) နိုင်ငံသားစိစစ်ရေးကတ်အမှတ်/နိုင်ငံကူးလက်မှတ်အမှတ် ....

(ဃ) နိုင်ငံသား ....

(င) မြန်မာပြည်တွင်နေထိုင်သည့် ....
နေရပ်လိပ်စာ ....

(စ) တယ်လီဖုန်း/ဖက်(စ်) ....

(ဆ) အီးမေးလ်လိပ်စာ ....

၄။ ရင်းနှီးမြှုပ်နှံမှုပြုလုပ်လိုသည့် လုပ်ငန်းအမျိုးအစား ....ပညာရေးဝန်ဆောင်မှုလုပ်ငန်း....
....

၅။ ဖွဲ့စည်းမည့် စီးပွားရေးအဖွဲ့အစည်းပုံသဏ္ဌာန်

☐ ရာနှုန်းပြည့်

☐ ဖက်စပ်ပြုလုပ်ခြင်း (ဖက်စပ်စာချုပ်မူကြမ်းတင်ပြရန်)

☐ အခြားသဘောတူညီချက်ပုံစံ တစ်မျိုးမျိုးဖြင့် ဆောင်ရွက်ခြင်း (စာချုပ်မူကြမ်းတင်ပြရန်)

၆။ အစုရှယ်ယာရှင်များစာရင်း

စဉ်	အစုရှယ်ယာရှင်အမည်	နိုင်ငံသား	အစုရှယ်ယာပိုင်ဆိုင်မှု %
၁။	ဒေါ်ထွေးထွေးစိုးမင်း	မြန်မာ	၃၅%
၂။	ဒေါ်နုနုအေး	မြန်မာ	၂၀%
၃။	ဦးထင်ကျော်	မြန်မာ	၃၅%
၄။	ဒေါ်အိအိဇင်	မြန်မာ	၁၀%
	စုစုပေါင်း		၁၀၀%

၇။ ကုမ္ပဏီဖွဲ့စည်းခြင်းနှင့် သက်ဆိုင်သော အချက်အလက်များ

(က) ခွင့်ပြုမတည်ငွေရင်း ....၅,၀၀၀,၀၀၀,၀၀၀/-....

(ခ) အစုရှယ်ယာအမျိုးအစား ....သာမန်....

(ဂ) အစုရှယ်ယာဝင်များကထည့်ဝင်မည့် အစုရှယ်ယာပမာဏ ....၅၀၀,၀၀၀....
....

မှတ်ချက်။ သင်းဖွဲ့မှတ်တမ်း/သင်းဖွဲ့စည်းမျဉ်း သို့မဟုတ် ကုမ္ပဏီဖွဲ့စည်းပုံအခြေခံ စည်းမျဉ်း ပူးတွဲတင်ပြရန်

(ဃ) နိုင်ငံသား ....

(င) မြန်မာပြည်တွင်နေထိုင်သည့် ....
နေရပ်လိပ်စာ ....

(စ) တယ်လီဖုန်း/ဖက်(စ်) ....

(ဆ) အီးမေးလ်လိပ်စာ ....

၄။ ရင်းနှီးမြှုပ်နှံမှုပြုလုပ်လိုသည့် လုပ်ငန်းအမျိုးအစား ....ပညာရေးဝန်ဆောင်မှုလုပ်ငန်း........
....

၅။ ဖွဲ့စည်းမည့် စီးပွားရေးအဖွဲ့အစည်းပုံသဏ္ဌာန်

☐ ရာနှုန်းပြည့် ☐ ဖက်စပ်ပြုလုပ်ခြင်း (ဖက်စပ်စာချုပ်မူကြမ်းတင်ပြရန်)

☐ အခြားသဘောတူညီချက်ပုံစံ တစ်မျိုးမျိုးဖြင့် ဆောင်ရွက်ခြင်း (စာချုပ်မူကြမ်းတင်ပြရန်)

၆။ အစုရှယ်ယာရှင်များစာရင်း

စဉ်	အစုရှယ်ယာရှင်အမည်	နိုင်ငံသား	အစုရှယ်ယာပိုင်ဆိုင်မှု %
၁။	ဒေါ်ထွေးထွေးစိုးမင်း	မြန်မာ	၃၅%
၂။	ဒေါ်နုနုအေး	မြန်မာ	၂၀%
၃။	ဦးထင်ကျော်	မြန်မာ	၃၅%
၄။	ဒေါ်အိအိဇင်	မြန်မာ	၁၀%
	စုစုပေါင်း		၁၀၀%

၇။ ကုမ္ပဏီဖွဲ့စည်းခြင်းနှင့် သက်ဆိုင်သော အချက်အလက်များ

(က) ခွင့်ပြုမတည်ငွေရင်း ....၅,၀၀၀,၀၀၀,၀၀၀/-........

(ခ) အစုရှယ်ယာအမျိုးအစား ....သာမန်........

(ဂ) အစုရှယ်ယာဝင်များကထည့်ဝင်မည့် အစုရှယ်ယာပမာဏ ......၅၀၀,၀၀၀......
....

မှတ်ချက်။ သင်းဖွဲ့မှတ်တမ်း/သင်းဖွဲ့စည်းမျဉ်း သို့မဟုတ် ကုမ္ပဏီဖွဲ့စည်းပုံအခြေခံ စည်းမျဉ်း ပူးတွဲတင်ပြရန်

၈။ မတည်ငွေရင်းနှင့် သက်ဆိုင်သည့်အချက်အလက်များ-

	ကျပ်/US$(သန်းပေါင်း)
(က) ပြည်တွင်းမှထည့်ဝင်သည့် မတည်ငွေရင်း ပမာဏ/ ရာခိုင်နှုန်း	၂,၉၁၇,၄၁၂,၆၀၅/-
(ခ) နိုင်ငံခြားမှယူဆောင်လာသည့် မတည်ငွေရင်း ပမာဏ/ ရာခိုင်နှုန်း	....
စုစုပေါင်း	၂,၉၁၇,၄၁၂,၆၀၅/-

(ဂ) အဆိုပြုမတည်ငွေရင်းနှစ်အလိုက်ထည့်ဝင်မည့်အခြေအနေ/ယူဆောင်လာမည့်ကာလ

....

(ဃ) ရင်းနှီးမြှုပ်နှံမှုတန်ဖိုး/ပမာဏ .... ၂,၉၁၇,၄၁၂,၆၀၅/- ....

(င) ရင်းနှီးမြှုပ်နှံမှုပြုလုပ်လိုသည့် သက်တမ်း .... နှစ် (၃၀) ....

(စ) ရင်းနှီးမြှုပ်နှံမှုလုပ်ငန်းတည်ဆောက်မှုကာလ သို့မဟုတ် ပြင်ဆင်မှုကာလ .... (၆) လ ....

မှတ်ချက်။ အပိုဒ် ၈(င) နှင့် စပ်လျဉ်း၍ ထူးခြားသည့် အခြေအနေရှိပါက နောက်ဆက်တွဲဖြင့် ဖော်ပြပါရန်။ နောက်ဆက်တွဲ -

၉။ နိုင်ငံခြားမှ ယူဆောင်တင်သွင်းလာမည့် မတည်ငွေရင်း၏ အသေးစိတ်စာရင်း-

	နိုင်ငံခြားငွေ (သန်းပေါင်း)	ညီမျှသည့်ခန့်မှန်းငွေကျပ် (သန်းပေါင်း)
(က) နိုင်ငံခြားငွေ (အမျိုးအစားနှင့် တန်ဖိုးပမာဏ)	....	....
(ခ) စက်ပစ္စည်းများ၊ စက်ကိရိယာများ စသည့်ပစ္စည်းတို့၏တန်ဖိုးပမာဏ (အသေးစိတ်စာရင်းပူးတွဲတင်ပြရန်)	....	....
(ဂ) ကနဦးကုန်ကြမ်းပစ္စည်းများနှင့် အခြားအလားတူပစ္စည်းများ၏ တန်ဖိုးပမာဏ (အသေးစိတ်စာရင်းပူးတွဲတင်ပြရန်)	....	....
(ဃ) လိုင်စင်၊ တီထွင်မှုပိုင်ဆိုင်ခွင့်၊ စက်မှုဒီဇိုင်း၊ ကုန်အမှတ်တံဆိပ်၊	....	....

မူပိုင်ခွင့် စသည့် အသိဉာဏ် ဆိုင်ရာပစ္စည်းများကို တန်ဖိုး ဖြတ်နိုင်သော အခွင့်အရေးများ၏ တန်ဖိုးပမာဏ		
(င) ကျွမ်းကျင်မှုနည်းပညာရပ်များ၏ တန်ဖိုးပမာဏ	....	....
(စ) အခြား (ဥပမာ-ဆောက်လုပ်ရေး လုပ်ငန်းသုံးပစ္စည်းများ)	....	....
စုစုပေါင်း		

မှတ်ချက်။ အပိုဒ် ၉ (ဃ) (င) တို့နှင့် စပ်လျဉ်း၍ အသုံးပြုခွင့် အထောက်အထားများ ပူးတွဲတင်ပြရန်။

၁၀။ ပြည်တွင်းမှ ထည့်ဝင်မည့် မတည်ငွေရင်း၏ အသေးစိတ်စာရင်း-

	ကျပ်(သန်းပေါင်း)
(က) ငွေပမာဏ	၂,၂၈၂,၀၈၉,၄၁၃/-
(ခ) စက်ပစ္စည်းကိရိယာများ တန်ဖိုးပမာဏ (အသေးစိတ်စာရင်းပူးတွဲတင်ပြရန်)	....
(ဂ) မြေ/အဆောက်အအုံ တန်ဖိုး သို့မဟုတ် ငှားရမ်းခ	....
(ဃ) အဆောက်အအုံဆောက်လုပ်မှုကုန်ကျစရိတ်	....
(င) ပရိဘောဂနှင့် လုပ်ငန်းသုံးပစ္စည်းများ တန်ဖိုးပမာဏ (အသေးစိတ်စာရင်းပူးတွဲတင်ပြရန်)	၆၃၅,၃၂၃,၁၉၂/-
(စ) ကနဦးကုန်ကြမ်းပစ္စည်းတန်ဖိုးပမာဏ (အသေးစိတ်စာရင်းပူးတွဲတင်ပြရန်)	....
(ဆ) အခြား	....
စုစုပေါင်း	၂,၉၁၇,၄၁၂,၆၀၅/-

၁၁။ **ဈေးငွေနှင့်သက်ဆိုင်သည့် အချက်အလက်များ-**

ပြည်တွင်းဈေးငွေ .... ကျပ်

.... အမေရိကန်ဒေါ်လာ

ပြည်ပဈေးငွေ .... အမေရိကန်ဒေါ်လာ

၁၂။ **ဆောင်ရွက်မည့် စီးပွားရေးအဖွဲ့အစည်းနှင့် သက်ဆိုင်သော အချက်အလက်များ-**

(က) ရင်းနှီးမြှုပ်နှံမှုပြုလုပ်မည့်ဒေသ (များ)/တည်နေရာ အမှတ် (၂၄)၊ ဆည်မြောင်းလမ်း၊ (၁၁) ရပ်ကွက်၊ ရန်ကင်းမြို့နယ်၊ ရန်ကုန်တိုင်းဒေသကြီး။

(ခ) မြေ/အဆောက်အအုံအကျယ်အဝန်း၊ အရေအတွက် ၂.၀၈၇ ဧက

(၁) တည်နေရာ အမှတ် (၂၄)၊ ဆည်မြောင်းလမ်း၊ (၁၁) ရပ်ကွက်၊ ရန်ကင်းမြို့နယ်၊ ရန်ကုန်တိုင်းဒေသကြီး။

(၂) မြေ/အဆောက်အအုံအကျယ်အဝန်း၊ အရေအတွက် ....

(၃) လက်ရှိပိုင်ဆိုင်သူ ဦးတိုးနိုင်မန်း

(ကက) အမည်/ကုမ္ပဏီအမည်/ဌာန ....

(ခခ) နိုင်ငံသားစိစစ်ရေးကတ်အမှတ် ၇/သကန(နိုင်)၀၇၈၈၄၃

(ဂဂ) နေရပ်လိပ်စာ အမှတ် (၂)၊ ထန်းဥယျာဉ်ရိပ်သာ၊ မရမ်းကုန်းမြို့နယ်၊ ရန်ကုန်တိုင်းဒေသကြီး။

(၄) မြေအမျိုးအစား ဂရန်မြေ

(၅) မြေငှားဂရန် ခွင့်ပြုကာလ နှစ် (၆၀)

(၆) ငှားရမ်းမည့်ကာလ ၁.၈.၂၀၁၈ မှ ၃၁.၇.၂၀၂၃ ထိ (၅) နှစ်

(၇) ငှားရမ်းခနှုန်းထား ....

(ကက) မြေ ....

(ခခ) အဆောက်အအုံ ....

(၈) ရပ်ကွက် (၁၁) ရပ်ကွက်

(၉) မြို့နယ် ရန်ကင်းမြို့နယ်

(၁၀) ပြည်နယ်/တိုင်းဒေသကြီး ရန်ကုန်တိုင်းဒေသကြီး

(ကက) အမည်/ကုမ္ပဏီအမည်/ဌာန ....

(ခခ) အဖအမည် ....

(ဂဂ) နိုင်ငံသား ....

(ဃဃ) နိုင်ငံကူးလက်မှတ်အမှတ်/ ....
နိုင်ငံသားစိစစ်ရေးကတ်အမှတ်

(ငင) နေရပ်လိပ်စာ ....

(ဂ) ဆောက်လုပ်မည့်အဆောက်အအုံလိုအပ်ချက်

(၁) အဆောက်အအုံအမျိုးအစား/အရေအတွက် ....

(၂) အကျယ်အဝန်း ....

(ဃ) နှစ်စဉ်ထုတ်လုပ်မည့် ကုန်ပစ္စည်း/ဝန်ဆောင်မှု ....

(င) နှစ်စဉ်လျှပ်စစ်ဓါတ်အားလိုအပ်ချက် ....

(စ) နှစ်စဉ်ရေလိုအပ်ချက် ....

မှတ်ချက်။ အပိုဒ် ၁၂(ခ)နှင့် စပ်လျဉ်း၍ အောက်ပါအချက်များပူးတွဲတင်ပြရန်-

(၁) မြေပိုင်ဆိုင်မှု/မြေဂရန်အထောက်အထား (စက်မှုဇုန်မှအပ)နှင့် မြေပုံ

(၂) မြေငှားစာချုပ် (မူကြမ်း)

၁၃။ ငွေကြေးပိုင်ဆိုင်မှုနှင့် ပတ်သက်၍ အသေးစိတ်ဖော်ပြချက်-

(က) အမည်/ကုမ္ပဏီအမည် ....

(ခ) နိုင်ငံသားစိစစ်ရေးကတ်အမှတ်/နိုင်ငံကူးလက်မှတ်အမှတ် ....

(ဂ) ဘဏ်စာရင်းအမှတ် ....

(မိခင်နိုင်ငံရှိ ဘဏ်ထောက်ခံချက် သို့မဟုတ် မိခင်ကုမ္ပဏီ၏ စာရင်းစစ်ပြီးသည့် နှစ်ချုပ် စာရင်းပူးတွဲတင်ပြရန်)

၁၄။ ဆောင်ရွက်မည့် စီးပွားရေးအဖွဲ့အစည်းတွင် လိုအပ်မည့် ဝန်ထမ်းများစာရင်း

စဉ်	အဆင့်အတန်း	မြန်မာနိုင်ငံသား	နိုင်ငံခြားသား	စုစုပေါင်း
(က)	အကြီးတန်းစီမံခန့်ခွဲမှု (မန်နေဂျာများ၊ အဆင့်မြင့်အရာရှိများ)	၂		၂
(ခ)	အခြားအဆင့်စီမံခန့်ခွဲမှု (အကြီးတန်းစီမံခန့်ခွဲမှုမှအပ)	၁		၁
(ဂ)	သက်မွေးဝမ်းကျောင်းပညာရှင်များ	၅၅	၄၀	၉၅
(ဃ)	နည်းပညာနှင့်ဆက်စပ်သည့်သက်မွေးပညာရှင်			
(င)	အကြံပေး			
(စ)	ကျွမ်းကျင်လုပ်သား			
(ဆ)	အခြေခံလုပ်သား	၄၉		၄၉
	စုစုပေါင်း	၁၀၇	၄၀	၁၄၇

မှတ်ချက်။ အောက်ဖော်ပြပါ ဖော်ပြချက်များပူးတွဲဖော်ပြရန်

(၁) လုပ်သားများ၏ လူမှုဖူလုံရေး၊ သက်သာချောင်ချိမှု ဆောင်ရွက်မည့် အစီအမံများ

(၂) ပတ်ဝန်းကျင်ထိခိုက်မှုဆန်းစစ်ခြင်းပြုလုပ်မည့် အစီအမံများ

၁၅။ အဆိုပြုချက်နှင့်အတူ အောက်ဖော်ပြပါ လျှောက်ထားလွှာများကို တင်ပြလျှောက်ထားခြင်းရှိ/မရှိဖော်ပြရန်-

မြေအသုံးပြုခွင့် လျှောက်ထားလွှာ

အခွန်ကင်းလွတ်ခွင့် (သို့မဟုတ်) သက်သက်ခွင့်လျှောက်ထားလွှာ

၁၆။ အဆိုပြု ရင်းနှီးမြှုပ်နှံမှုလုပ်ငန်းအကျဉ်းချုပ်အား နောက်ဆက်တွဲဖော်ပြရန်။

လျှောက်ထားသူလက်မှတ်

အမည် ......ဦးထင်ကျော်......

ရာထူး ......ဒါရိုက်တာ......

ဌာန/ကုမ္ပဏီတံဆိပ် ....

Eternal Technical Supporting Co., Ltd

ရက်စွဲ-

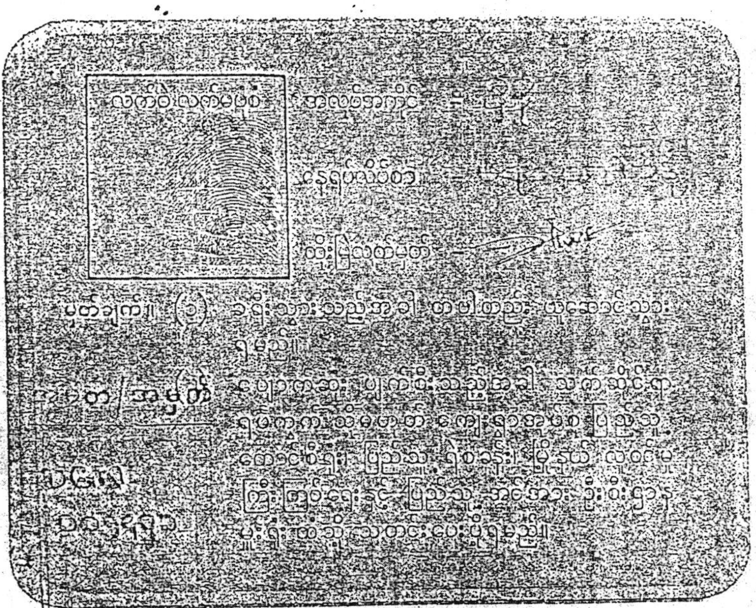
ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON BRANCH)

Yearly Investment Capital Cost

No	DESCRIPTION INVESTMENT TYPE	EQUITY Ks	TOTAL Ks	REFERENCE
1	In Cash	2,282,089,413	2,282,089,413	
3	School Equipment	146,351,317	146,351,317	
4	Office Equipment	106,313,014	106,313,014	
5	Furniture & Fitting	382,658,861	382,658,861	
	Total	**2,917,412,605**	**2,917,412,605**	


နိုင်ငံသား စိစစ်ရေး ကတ်ပြား
အရပ်---
သွေးအုပ်စု---
ထင်ရှားသည့်
အမှတ်အသား---
အမှတ်---
ရက်စွဲ---
အမည်---
မွေးသက္ကရာဇ်---
လူမျိုး---
ကိုးကွယ်သည့်ဘာသာ---
ထုတ်ပေးသူ၏လက်မှတ်
အမည်---
ရာထူး---


လက်ဝဲလက်မပုံ
အလုပ်အကိုင်---
နေရပ်လိပ်စာ---
ကိုင်ဆောင်သူလက်မှတ်
မှတ်ချက်။ (၁) ခရီးသွားသည့်အခါ တစ်ပါတည်း ယူဆောင်သွားရမည်။
(၂) ပျောက်ဆုံးပျက်စီးသည့်အခါ သက်ဆိုင်ရာ ရပ်ကွက်/ကျေးရွာအုပ်စု ပြည်သူ့ကောင်စီ၏ ထောက်ခံချက်ဖြင့် မြို့နယ်လူဝင်မှုကြီးကြပ်ရေးနှင့် ပြည်သူ့အင်အားဦးစီးဌာနမှူးထံ အကြောင်းကြားရမည်။

နိုင်ငံသား စိစစ်ရေး ကတ်ပြား



အရပ်--- ၅' ၅"

သွေးအုပ်စု--- [illegible]

ထင်ရှားသည့်

အမှတ်အသား--- [illegible]

အမှတ်--- [illegible]

ရက်စွဲ--- ၁၀. ၁၁. ၉၂

အမည်--- [illegible]

ဖခင်၏အမည်--- [illegible]

မွေးသက္ကရာဇ်--- [illegible]

လူမျိုး--- ဗမာ

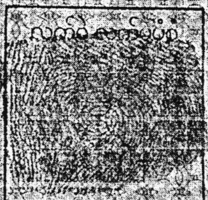
ကိုးကွယ်သည့်ဘာသာ--- ဗုဒ္ဓ

ထုတ်ပေးသည့်အရာရှိလက်မှတ်

အမည်---

ရာထူး---

သက်သေခံကတ်ပြားအမှတ် --- [illegible]



အလုပ်အကိုင် --- [illegible]

နေရပ်လိပ်စာ --- [illegible]

ထိုးမြဲလက်မှတ် --- [illegible]

မှတ်ချက်။ (၁) ခရီးသွားသည့်အခါ တစ်ပါတည်း ယူဆောင်သွားရမည်။

(၂) ပျောက်ဆုံး ပျက်စီးသည့်အခါ သက်ဆိုင်ရာ မြို့နယ်ရဲစခန်း၊ မြို့နယ် လူဝင်မှုကြီးကြပ်ရေးနှင့် ပြည်သူ့အင်အား ဦးစီးဌာနမှူးရုံး တို့သို့ အကြောင်းကြားပေးပို့ရမည်။

နိုင်ငံသားစိစစ်ရေးကတ်ပြား



အမှတ် ၃/ဘအန(နိုင်)၀၁၀၂၀၀

ရက်စွဲ ၁၅.၆.၂၀၁၆

အမည် ဦးထင်ကျော်

ဖခင်အမည် ဦးကျော်ဝင်း

မွေးသက္ကရာဇ် ၃.၂.၁၉၆၈

လူမျိုး/ဘာသာ [illegible]/ဗုဒ္ဓဘာသာ

အရပ် ၅' ၅" သွေးအုပ်စု အို

ထုတ်ပေးသူလက်မှတ်

ထင်ရှားသည့်အမှတ်အသား [illegible]

အမည် [illegible]

ရာထူး [illegible]

အမှတ်စဉ် AA654166

သက်သေခံကတ်ပြားအမှတ် ၃/ဘအန(နိုင်)၀၁၀၂၀၀



အလုပ်အကိုင် ကုန်သည်

နေရပ်လိပ်စာ [illegible] (၉) ရပ်ကွက်၊ [illegible]

ထိုးမြဲလက်မှတ်

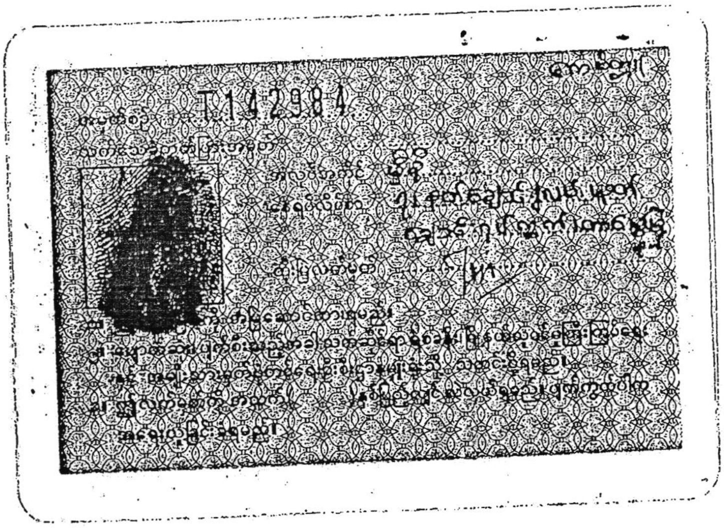
၁။ ဤကတ်ပြားကို အမြဲဆောင်ထားရမည်။

၂။ ပျောက်ဆုံး၊ ပျက်စီးသည့်အခါ သက်ဆိုင်ရာ ရဲစခန်း၊ မြို့နယ်လူဝင်မှုကြီးကြပ်ရေးနှင့် အမျိုးသားမှတ်ပုံတင်ရေးဦးစီးဌာနမှူးရုံးသို့ သတင်းပို့ရမည်။

၃။ ဤလက်မှတ်ကို အသက်( ) နှစ်ပြည့်လျှင် လဲလှယ်ရမည်။ ဖျက်ကွက်ပါက အရေးယူခြင်းခံရမည်။



နိုင်ငံသားစိစစ်ရေးကတ်ပြား



T142984

နောက်ဆက်တွဲဇယား – ၃

ကုမ္ပဏီမှတ်ပုံတင်လက်မှတ်

Certificate of Incorporation

ထာဝရ နည်းပညာ ထောက်ပံ့ရေး ကုမ္ပဏီ လီမိတက်

ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

Company Registration No. 101903729

မြန်မာနိုင်ငံကုမ္ပဏီများအက်ဥပဒေ ၁၉၁၄ ခုနှစ် အရ

ထာဝရ နည်းပညာ ထောက်ပံ့ရေး ကုမ္ပဏီ လီမိတက်

အား ၂၀၀၉ ခုနှစ် မေ ၂၆ ရက်နေ့တွင်

အစုရှယ်ယာအားဖြင့် တာဝန်ကန့်သတ်ထား သည့် အများနှင့်မသက်ဆိုင်သောကုမ္ပဏီ

အဖြစ် ဖွဲ့စည်းမှတ်ပုံတင်ခွင့် ပြုလိုက်သည်။

This is to certify that

ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

was incorporated under the Myanmar Companies Act 1914 on 26 May 2009 as a Private Company Limited by Shares.

ကုမ္ပဏီမှတ်ပုံတင်အရာရှိ

Registrar of Companies

ရင်းနှီးမြှုပ်နှံမှုနှင့်ကုမ္ပဏီများညွှန်ကြားမှုဦးစီးဌာန

Directorate of Investment and Company Administration

Former Registration No. 204/2009-2010

နောက်ဆက်တွဲဇယား – ၄

မြေနှင့် အဆောက်အဦးငှားရမ်းခြင်း သဘောတူစာချုပ်

အမှတ် (၂၄)၊ ဆည်မြောင်းလမ်း၊ (၁၁) ရပ်ကွက်၊
ရန်ကင်းမြို့နယ်၊ ရန်ကုန်တိုင်းဒေသကြီး။

မြေနှင့် အဆောက်အဦးငှားရမ်းခြင်း သဘောတူ စာချုပ် (မူကြမ်း)

ဤ မြေနှင့်အဆောက်အဦးငှားရမ်းခြင်း သဘောတူ စာချုပ်ကို ၂၀၁၈ ခုနှစ်၊ ဩဂုတ် လ (၁) ရက်နေ့တွင် အမှတ် (၂)၊ ထန်းဥယျာဉ်ရိပ်သာ၊ မရမ်းကုန်းမြို့နယ်၊ ရန်ကုန်တိုင်းဒေသကြီးတွင် နေထိုင်သည့် ဦးတိုးနိုင်မန်း (နိုင်ငံသားမှတ်ပုံတင်အမှတ်-၇/သကန(နိုင်)၀၇၈၈၄၃) နှင့် (နောင်တွင် အငှားချထားသူဟုခေါ်တွင်စေမည့် ယင်းစကားရပ်တွင် အဆိုပါမြေနှင့်အဆောက်အဦး အားဆက်ခံသူများနှင့် ဥပဒေအရ ခွင့်ပြုထားသည့် လွှဲအပ်ခြင်းခံရသူများပါသည်) ကတဖက်

နှင့်

မြန်မာနိုင်ငံ ကုမ္ပဏီများအက်ဥပဒေအရ ဖွဲ့စည်းထားသည့် **ETERNAL TECHNICAL SUPPORTING CO., LTD**(နောင်တွင် အငှားချထားခြင်းခံရသူဟုခေါ်တွင် စေရမည်ယင်းစကားရပ်တွင် ၎င်း၏ဆက်ခံသူများနှင့် ဥပဒေအရခွင့်ပြုထားသည့် လွှဲအပ်ခြင်းခံရသူများပါဝင်သည်)၏ ကိုယ်စားပြုသူ ဒါရိုက်တာ ဦးထင်ကျော် (နိုင်ငံသားမှတ်ပုံတင်အမှတ်-၃/ဘအန(နိုင်)၀၁၀၂၀၀)မှအခြားတစ်ဖက်တို့သည် အောက်ပါအတိုင်း မြေနှင့်အဆောက်အဦးငှားရမ်းသဘောတူစာချုပ်ကို ချုပ်ဆိုကြပါသည်။

၁။ ရည်ရွယ်ချက်

၁-၁ ဤစာချုပ်သည် အမှတ် (၂၄)၊ ဆည်မြောင်းလမ်း၊ (၁၁) ရပ်ကွက်၊ ရန်ကင်းမြို့နယ်၊ တိုင်းဒေသကြီးတွင် တည်ရှိသော စတုရန်းပေ ၈,၄၄၆ (၂.၀၈၇ ဧက) မြေပေါ်ရှိ (၁၅၈'x ၁၉၃') ၃ထပ်အဆောက်အဦးတစ်လုံး၊ (၄၂'x ၁၂') ၁ထပ်အဆောက်အဦး တစ်လုံး၊ (၃၁'x ၁၇') ၁ထပ်အဆောက်အဦးတစ်လုံး၊(၄၀'x ၆၃')၂ထပ်အဆောက်အဦး တစ်လုံး၊(၁၄၂'x ၁၇') ၁ထပ်အဆောက်အဦးတစ်လုံး၊(၁၄၇'x ၃၁')၁ထပ်အဆောက်အဦး တစ်လုံး၊ (၁၃၂'x ၃၁') ၁ထပ်အဆောက်အဦးတစ်လုံး၊ အကျယ်အဝန်းရှိသော မြေနှင့် အဆောက်အဦးကို အငှားချထားခြင်းခံရသူအား နိုင်ငံတကာအဆင့်မှီပညာရေးဝန်ဆောင်မှု လုပ်ငန်းလုပ်ကိုင်ရန် အလို့ငှာငှားရမ်းသည့်စာချုပ်ဖြစ်ပါသည်။

၂။ အာမခံနှင့် ကိုယ်စားပြုခြင်း

၂-၁ အငှားချထားသူသည် နောက်ဆက်တွဲအဖြစ်ဖော်ပြထားသော အငှားချထားသည့်မြေကွက် နှင့်အဆောက်အဦးအား ဥပဒေနှင့်အညီ တရားဝင်ပိုင်ခွင့်ရှိသူဖြစ်ကြောင်းအာမခံသည်။ အငှားချထားသည့် မြေနှင့်အဆောက်အဦးကို အောက်ပါစည်းကမ်းချက်များနှင့်အညီ အငှားချထားခြင်းခံရသူအား အငှားချထားရန်သဘောတူပါသည်။ အငှားချထားခြင်းခံရသူ သည် စာချုပ်ကို အကောင်အထည်ဖော်ရန် ငွေကြေးအင်အားပြည့်စုံသူများဖြစ်ကြောင်း အာမခံပါသည်။

၃။ ငှားရမ်းမည့်အချိန်ကာလ

၃-၁ ငှားရမ်းမည့်အချိန်ကာလမှာ စာချုပ်လက်မှတ်ရေးထိုးသည့်နေ့မှစ၍ ကနဦး (၅)နှစ် ကာလအထိဖြစ်ပါသည်။ ယင်းကာလ ကုန်ဆုံးသောအခါနောက်ထပ်ငှားရမ်းသက်တမ်းကို ၅နှစ် (ငါးနှစ်)စီ (၂)ကြိမ်တိုးမြှင့်ရန်ဖြစ်သည်။ ယင်းသို့ငှားရမ်းခြင်းသည် မြန်မာနိုင်ငံ ရင်းနှီးမြှုပ်နှံမှု ကော်မရှင်၏ခွင့်ပြုချက်ရရှိပြီးမှသာ အတည်ဖြစ်သည်။

၄။ ငှားရမ်းခ

၄-၁ ဤမြေငှားရမ်းခြင်းသဘောတူစာချုပ်ချုပ်ဆိုသည့်နေ့စ၍ ငှားရမ်းခသတ်မှတ်ခြင်းမပြုရပါ။ လုပ်ငန်းစတင်ဆောင်ရွက်သည့် နေ့မှစ၍တစ်လလျှင် ကျပ် ၅၀,၀၀၀,၀၀၀/-(ကျပ်တိတိ) နှုန်းဖြင့် တစ်နှစ်လျှင် ၆၀၀,၀၀၀,၀၀၀/- ကျပ် ငှားရမ်းခအဖြစ်ပေးချေရပါမည်။

၄-၂ အငှားချထားခြင်းခံရသူသည် အငှားချထားသည့် မြေနှင့်အဆောက်အဦးအတွက်ငှားရမ်းခ အဖြစ်(၁)လလျှင် ကျပ် ၅၀,၀၀၀,၀၀၀/-(ကျပ်တိတိ)နှုန်းဖြစ် တစ်နှစ်အတွက်ကျသင့်ငွေ ကျပ် ၆၀၀,၀၀၀,၀၀၀/-(ကျပ်တိတိ)ကို ပထမနှစ်တွင်ဒုတိယလ၏ ပထမပတ်အတွင်း ပေးချေရန်နှင့် ကျန်နှစ်များအတွက် နှစ်စဉ်ပထမလ၏ ပထမပတ်အတွင်းကြိုတင်၍အပြေ အလည်ပေးချေရန် သဘောတူညီပါသည်။

၄-၃ ဤမြေငှားစာချုပ်ဝင် ပုဂ္ဂိုလ်များသည် ငှားရမ်းခြင်းကာလ (၅) နှစ်ပြည့်မြောက်သည့် အခါတိုင်းပြီးခဲ့သော ကာလ၏ ငှားရမ်းခနှုန်းထားများအပေါ်၁၅%ထက်မပိုစေဘဲပြန်လည် ညှိနှိုင်းတိုးမြှင့်သတ်မှတ်ခွင့်ရှိစေရမည်။

၅။ အငှားချထားခြင်းခံရသူ၏ တာဝန်များ

၅-၁ အငှားချထားခြင်းခံရသူ၏ တာဝန်ဝတ္တရားများမှာအောက်ပါအတိုင်းဖြစ်ပါသည်။

(က) အငှားချထားခြင်း ခံရသူသည် မြေခွန်မှအပ လုပ်ငန်းဆောင်ရွက်မှုနှင့် သက်ဆိုင်မည့် အခြားအခွန်အခ အရပ်ရပ်ကို ပေးဆောင်ရမည်။

(ခ) ငှားရမ်းခများကို သတ်မှတ်ထားသည့် အတိုင်းနည်းလမ်းတကျပေးချေရန်နှင့် အငှားချ ထားခြင်ခံရသူမှ အဆောက်အအုံအတွက် လိုအပ်သော ဓါတ်အားလမ်းရရှိရေးအတွက် မိမိ၏ ကြိုတင်စိုက်ထုတ်ငွေဖြင့် ဆောင်ရွက်ရန်။

(ဂ) အငှားချထားသူ၏ ကြိုတင်ခွင့်ပြုချက်မရရှိပဲ အငှားချထားသည့် မြေကွက်ကို သော်၎င်း၊ တစ်စိတ်တဒေသကိုသော်၎င်း ရောင်းချခြင်းအားထပ်ဆင့် ငှားရမ်းခြင်း၊ လွှဲပြောင်းခြင်း၊ ရောင်းချခြင်းတို့ကို လုံးဝဆောင်ရွက်ခြင်းမပြုလုပ်ရ။

(ဃ) ငှားရမ်းကာလ နှစ်ပေါင်း(၁၀)မကုန်ဆုံးမီသို့မဟုတ်၊ အငှားချထားသူမှ (၅)နှစ်အတွင်း ငှားရမ်းသူအား အငှားချထားခြင်း ရပ်စဲရန်ဖြစ်စေ၊ တိုးမြှင့်ရန်ဖြစ်စေ ပြုလုပ်လိုပါက (၃)လကြိုတင်၍ တဖက်သို့စာဖြင့် အကြောင်းကြားရမည်။

(င) အငှားချထားသည့် မြေနှင့်အဆောက်အဦးပေါ်တွင်တည်ဆဲဥပဒေအရ လုပ်ကိုင်ခွင့်ပြုထား သောလုပ်ငန်းများလုပ်ကိုင်ဆောင်ရွက်ရမည်။ ငှားရမ်းသည့် ကာလများအတွင်း အငှားချ ထားသော မြေနှင့်အဆောက်အဦးကို ကောင်းမွန်စွာထိန်းသိမ်းရမည်ဖြစ်ပြီး၊ငှားရမ်းကာလ ကုန်ဆုံးသော အခါတွင်ဖြစ်စေ၊ သို့မဟုတ်ထပ်မံတိုးချဲ့ငှားရမ်းခြင်းမပြုလုပ်သောအခါတွင် ဖြစ်စေ ၎င်းမြေနှင့် အဆောက်အဦးကို ကောင်းမွန်သောအနေအထားဖြင့် အငှားချထားသူ ထံသို့အဖိုးစားနားမပါရှိပဲ ပြန်လည်လွှဲပြောင်းပေးရမည်။

(စ) ဤအငှားသဘောတူစာချုပ်ကို စာချုပ်စာတမ်းများမှတ်ပုံတင်အက်ဥပဒေအရ မှတ်ပုံတင်ရ မည်။ အငှားသဘောတူစာချုပ်ကို မှတ်ပုံတင်ခြင်းဖြင့်ပေးဆောင်ရမည့်တံဆိပ်ခေါင်းခွန်ကို အငှားချထားခြင်းခံရသူက ပေးဆောင်ရမည်။

၆။ အငှားချထားသူ၏ တာဝန်များ

အငှားချထားသူ၏ တာဝန်ဝတ္တရားများမှ အောက်ပါအတိုင်းဖြစ်ပါသည်။

(က) အငှားချထားသူသည် အငှားချထားသည့် မြေနှင့်အဆောက်အဦးနှင့်ပတ်သက်သောအကျိုး ခံစားခွင့်အရပ်ရပ်ကို အငှားချထားခြင်းခံရသူသို့ မြေငှားစာချုပ်အကျိုးသက်ရောက်သည့် နေ့မှစ၍အေးချမ်းစွာ လွှဲပြောင်းပေးရမည်။

(ခ) အငှားချထားသည့်မြေနှင့်အဆောက်အဦးအား ဆက်လက်ငှားရမ်းခြင်း၊ ရောင်းချခြင်းပြုရာ တွင်နှစ်ဦးနှစ်ဖက်သဘောတူသော စည်းကမ်းချက်များဖြင့် အငှားချထားခြင်းခံရသူအား ဦးစားပေးဆောင်ရွက်ရမည်။

(ဂ) အငှားချထားစဉ် မြေနှင့်အဆောက်အဦးနှင့် စပ်လျဉ်း၍ အခွန်အခအရပ်ရပ်ကို ပေးဆောင် ရမည်။

(ဃ) အငှားချထားစဉ်ကာလအတွင်း အငှားချထားသူ၏ သဘောဆန္ဒအရသို့မဟုတ်တစ်ဦးဦး၏ ဝင်ရောက်တောင်းဆိုမှုအရ၊ သို့မဟုတ် အငှားချထားသူ၏ ယုံကြည်အပ်နှံသူတို့မှ ပါဝင် ပတ်သက်မှုများဖြင့် ဝင်ရောက်နှောက်ယှက်ခြင်းမရှိစေရ။ငှားရမ်းသူမှလည်း(၅)နှစ်အတွင်း ဆက်လက်မငှားလိုပါက အငှားချထားသူ၏နစ်နာဆုံးရှုံးမှုများအားဖြေရှင်းပေးရမည်။

အာမခံ

၇။ မြေနှင့်အဆောက်အဦးငှားရမ်းခြင်း လုပ်ငန်းအရပ်ရပ်ကို မြန်မာနိုင်ငံအာမခံနည်းဥပဒေသဘောတူ စာချုပ်စာတမ်းများ မှတ်ပုံတင်များအရ ကျသင့်မည့်အာမခံတံဆိပ်ခေါင်းခွန်ကို အငှားချထားခြင်း ခံရသူမှပေးဆောင်ရမည်။

လွှမ်းမိုးသော ဥပဒေ

၈။ ဤသဘောတူစာချုပ်ကို ပြည်ထောင်စုမြန်မာနိုင်ငံတော် ဥပဒေများ လွှမ်းမိုးထားသည့် နှင့်အညီ အစိပ္ပါယ်များကို ဖော်ဆောင်ရမည်။

ကြိုတင်စည်းကမ်းသတ်မှတ်ချက်

၉။ သက်ဆိုင်ရာအာဏာပိုင်အဖွဲ့အစည်းများ၏ လိုအပ်သော ကြိုတင်ခွင့်ပြုချက်ဖြင့် ဤစာချုပ်သည် ဆက်လက်အကျိုးသက်ရောက်မှုရှိပါသည်။

စာချုပ်အကျိုးသက်ရောက်ခြင်း

၁၀။ မြေနှင့်အဆောက်အဦး ငှားရမ်းခြင်းစာချုပ်သည် စာချုပ်ဝင်နှစ်ဦး၏မြေငှားစာချုပ်ကို လက်မှတ် ရေးထိုးသည့်နေ့မှစ၍ အကျိုးသက်ရောက်ပြီး နှစ်ကာလစေ့ရောက်သည့်အချိန်တွင် သက်တမ်း ကုန်ဆုံးပြီး နောက်ထပ်(၅)နှစ်တစ်ကြိမ် တိုးမြှင့်ငှားရမ်းခွင့်ရှိသည်။

စာချုပ်ပြန်လည်ညှိနှိုင်းခြင်း

၁၁။ မြေနှင့်အဆောက်အဦးငှားရမ်းခြင်းစာချုပ်တွင်မျှော်မှန်းမထားသော အခြေအနေများပေါ်ပေါက်လာ ခြင်းကြောင့် မြေနှင့်အဆောက်အဦး ငှားရမ်းခြင်းစာချုပ်ကို ပြင်ဆင်ရန်လိုအပ်ပါက၊မြေငှားစာချုပ် ဝင်များသည် နှစ်ဦးနှစ်ဖက်ညှိနှိုင်းပြီး ပြည်ထောင်စုမြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှုကော်မရှင်သို့တင်ပြ ၍သဘောတူညီချက်ရယူပြီးနောက် စာဖြင့်ရေးသား၍ပြင်ဆင်ရမည်။ ထိုသို့ ပြင်ဆင်ချက်များကို မြေငှားရမ်းစာချုပ်၏ အစိတ်အပိုင်းတစ်ရပ်အဖြစ် ပါဝင်သည်ဟု မှတ်ယူရမည်။

ဘာသာစကား

၁၂။ စာချုပ်အား အဓိပ္ပါယ်ဖွင့်ဆိုချက်များအားလုံးကို မြန်မာဘာသာစကားဖြင့်အတည်ပြုပါသည်။

အကြောင်းကြားစာ

၁၃။ အကြောင်းကြားစာသို့မဟုတ်လိုအပ်သော ဆက်သွယ်မှုများကို မြန်မာဘာသာဖြင့်ပေးပို့ရမည်။ အဆိုပါအကြောင်းကြားစာကို တံဆိပ်ခေါင်းကြိုတင်ကပ်ထားသော စာဖြင့်ဖြစ်စေ၊တဲလက်(စ်)ဖြင့် ဖြစ်စေ၊ ဖက်(က်စ်)ဖြင့် ဖြစ်စေအောက်ပါလိပ်စာများသို့ပေးပို့ရမည်သို့မဟုတ်ပြောင်းလဲသော လိပ်စာနှင့် ရေးသားပေးပို့ရမည်။ အကြောင်းကြားစာကို အကြောင်းကြားခြင့်ခံရသူက လက်ခံ ရရှိသည့်အခါမှ အကြောင်းကြားခြင်းအထမြောက်သည်။

အငှားချထားသူ ဦးတိုးနိုင်မန်း
၇/သကန(နိုင်)၀၇၈၈၄၃
အမှတ် (၂)၊ ထန်းဥယျာဉ်ရိပ်သာ၊ မရမ်းကုန်းမြို့နယ်၊ ရန်ကုန်တိုင်းဒေသကြီး

အငှားချထားခံရသူ ETERNAL TECHNICAL SUPPORTING CO., LTD
(ကိုယ်စားပြုသူ) ဦးထင်ကျော်
၃/ဘအန(နိုင်)ဝ၁ဝ၂ဝဝ
အမှတ် (၉၆-၉၇)၊ အင်းယားလမ်း၊ ကမာရွတ်မြို့နယ်၊ ရန်ကုန်တိုင်းဒေသကြီး။

ပတ်ဝန်းကျင်ထိန်းသိမ်းကာကွယ်ခြင်း

၁၄။ အငှားချထားခြင့်ခံရသူ သည်မြေနှင့်အဆောက်အဦး၏ ပတ်ဝန်းကျင်တဝိုက်တွင် ညစ်ညမ်းမှုတို့မှ ကာကွယ်ရန်အတွက် ကြိုတင်ပြင်ဆင်မှုများကို ၎င်း၏စရိတ်ဖြင့် ကျခံဆောင်ရွက်ရမည်။

သယံဇာတပစ္စည်းတွေ့ရှိခြင်း

၁၅။ အငှားချထားခံရသူ သည် ငှားရမ်းခြင်းမြေပေါ်တွင် တူးဖော်ခြင်းပြုလုပ်စဉ် အရေးကြီးသော မည်သည့်တွေ့ရှိချက်ကိုမဆိုမြေငှားရမ်းသူထံချက်ချင်းအကြောင်းကြားရမည်၊မြေတူးစဉ်တွေ့ရှိရသော အနုပညာရေးဟောင်းပစ္စည်းများသဘာဝသမိုင်းနှင့် သိပ္ပံဆိုင်ရာ အရေးပါသော အရာဝတ္ထုများ၊ သဘာဝသယံဇာတများ၊ ဓါတ်သတ္တုအရင်းအမြစ်များ၊ ရတနာများ၊ ရတနာသိုက်များ၊ ရေနံနှင့် ဓါတ်ငွေ့များအားလုံးသည် ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရနှင့်သာ သက်ဆိုင်စေရမည်ဖြစ်ပြီး အငှားချထားသူမှတဆင့် သက်ဆိုင်ရာအစိုးရအဖွဲ့အစည်းများသို့ အကြောင်းကြားရမည်။

မလွန်ဆန်နိုင်သော ဖြစ်ရပ်များ

၁၆။ စာချုပ်ဝင်တဖက်ဖက်သည် မိမိ၏ တာဝန်ဝတ္တရားများကို ဆောင်ရွက်ရာတွင်မလွန်ဆန်နိုင်သော ဖြစ်ရပ်များနှင့် ကြုံတွေ့ရလျှင်ကြုံတွေ့ရသူက အခြားစာချုပ်ဝင်တစ်ဖက်အား ထိုအဖြစ်အပျက်ကို ဖြစ်ပွားပြီး (၇)ရက်အတွင်း ဖြစ်ပွားမှုကို အသေးစိတ်အကြောင်းကြားရန်နှင့် ထိုကာလအတွင်း ဖြစ်ပေါ်မှု အခြေအနေမိမိကဆုံးဖြတ်ဆောင်ရွက်မှု အခြေအနေနှင့် အရေးယူဆောင်ရွက်ခဲ့မှုအခြေ အနေများကို အကြောင်းကြားရမည်။ ထိုမလွန်ဆန်နိုင်သည့် အခြေအနေကာလအတွင်းဆိုင်းငံ့စေရ မည်။ သို့ရာတွင် ထိုဆိုင်းငံကာလသည် အကျိုးအကြောင်းဆက်နွယ်မှုအရ လိုအပ်သည်ထက် ပိုမို၍မကြာစေရပဲ ထိုအဖြစ်အပျက်ကိုလည်း မလွန်ဆန်နိုင်သောဖြစ်ရပ်ခံရသူက အမြန်ဆုံးဖြစ်နိုင် သမျှဖယ်ရှားပစ်ရမည်။

အငှားချထားသည့်ပစ္စည်းများအားပြန်လည်လွှဲပေးခြင်း

၁၇။ (က) မြေကွက်အားအငှားချထားကာလ ကုန်ဆုံးပြီး(၁၅)ရက်အတွင်း အငှားချထားခြင်းခံရသူက မိမိ၏ စရိတ်ဖြင့် ဝယ်ယူတပ်ဆင်ထားသော ရွှေ့ပြောင်းနိုင်သည့် ပစ္စည်းအားလုံးအား ဖြုတ်ယူ၍ မူလလွှဲပြောင်းပေးစဉ်က အခြေအနေအတိုင်းအငှားချထားသူသို့ အဖိုးစားနား မပါရှိပဲပြန်လည်လွှဲပြောင်းပေးအပ်ရမည်။

(ခ) အငှားကာလ ကုန်ဆုံးချိန်တွင် ထပ်မံငှားရမ်းလိုပါက သုံးလကြိုတင်၍စာဖြင့် အကြောင်းကြားရမည်။

(ဂ) ငှားရမ်းခနှုန်းထားကို နှစ်ဦးနှစ်ဖက်ညှိနှိုင်း၍သတ်မှတ်ပြီးထပ်မံစာချုပ်ချုပ်ဆိုရမည် ၎င်း စာချုပ်သည် ယခင်စာချုပ်၏ တစ်စိတ်တစ်ဒေသဖြစ်စေရမည်။

ခုံသမာဓိဖြင့် ဆုံးဖြတ်ခြင်း (အနညာတစီရင်ခြင်း)

၁၈။ အငှားချထားသူများနှင့် အငှားချထားခြင်းခံရသူတို့အကြားစာချုပ်နှင့် ပတ်သက်၍ အငြင်းပွားမှု တစ်စုံတစ်ရာပေါ်ပေါက်လာပါက ရေးဦးစွာ နှစ်ဦးနှစ်ဖက်အကြားကောင်းစွာမျှတသောပြေလည်မှု ရရှိရေးအတွက်ညှိနှိုင်းခြင်းဖြင့်ပြေလည်အောင်ဆောင်ရွက်ရမည်။

၁၉။ နှစ်ဦးနှစ်ဖက်အကြားအငြင်းပွားမှုကို ကြေလည်အောင် မဖြေရှင်းနိုင်ပါက ထိုအငြင်းပွားမှုကို အနညာတနည်းအားဖြင့် ပြည်ထောင်စု မြန်မာနိုင်ငံရန်ကုန်မြို့တွင် ဖြေရှင်းရမည်။ အနညာတ ခုံလူကြီး တစ်ဦးစီကို စာချုပ်ဝင်တစ်ဖက်စီကခန့်ထားပြီး ထိုအငြင်းပွားမှုကို ဖြေရှင်းပါလျက် အငြင်းပွားမှုမပြီးပြတ်ပါက လူကြီးနှစ်ဦး(သို့မဟုတ်)ခုံသမာဓိလူကြီး(Umpire)တစ်ဦးကို နှစ်ဦး သဘောတူရွေးချယ်ပြီး ဆုံးဖြတ်စေရမည်။ ခုံလူကြီးနှစ်ဦး(သို့မဟုတ်)ခုံသမာဓိလူကြီး၏ အဆုံး အဖြတ်သည် အပြီးသတ်ဖြစ်စေရမည့်အပြင်၊ နှစ်ဖက်အမှုသည်များအပေါ်အတည်ဖြစ်စေရမည် အနညာတစီရင်ဆုံးဖြတ်ခြင်းဆိုင်ရာ လုပ်ထုံးလုပ်နည်းသည် ၁၉၄၄-ခုနှစ် မြန်မာနိုင်ငံအနညာတ အက်ဥပဒေ(မြန်မာနိုင်ငံအက်ဥပဒေ ၄/၁၉၄၄)နှင့်နောက်ပိုင်းပြင်ဆင်ချက်များနှင့်အညီဖြစ်စေရမည်။

မြေပေါ်သို့ပြန်လည်ဝင်ရောက်ခွင့်

၂၀။ စာချုပ်ဝင်များအကြား နှစ်ဦးနှစ်ဖက် သဘောတူကြသည်မှာ အကယ်၍အငှားချထားခြင်းခံရသူ သည် ဤမြေငှားစာချုပ်၏စည်းမျဉ်းစည်းကမ်းများကို လိုက်နာရန်အဓိကအချက်တွင်ပျက်ကွက်ပြီး ထိုပျက်ကွက်မှုအတွက် အငှားချထားသူက ပြန်သော အကြောင်းကြားစာရပြီးရက်ပေါင်း (၃၀) အတွင်းပျက်ကွက်မှုကို ပြန်လည်၍မှန်ကန်အောင်ပြင်ဆင်ပေးခြင်း မပြုလျှင်အငှားချထားသူသည် ဤမြေငှားစာချုပ်ပါ ငှားရမ်းသည့်မြေပေါ်သို့ ပြန်လည်ဝင်ရောက်ခွင့်နှင့် မြေနှင့်အဆောက်အဦး အားလုံးကို ပြန်လည်သိမ်းယူခွင့်ရှိသည့်အပြင် ထိုသို့သိမ်းယူချိန်မှစ၍ မြေငှားရမ်းမှုကိုရပ်စဲအဆုံး သတ်ပြီးဖြစ်ရမည်။

စာချုပ်ရပ်စဲခြင်း

၂၁။ ဤအငှားစာချုပ်ကို အောက်ဖော်ပြပါအခြေအနေအဖြစ်အပျက်တစ်ရပ်ရပ်ဖြစ်ပေါ်ပါကရပ်စဲနိုင်သည်။

၁။ (က) လုပ်ငန်းတွင် ကြီးမားစွာ ဆက်တိုက်အရှုံးပေါ်ပေါက်နေခြင်း။

(ခ) အငှားသဘောတူစာချုပ်ဝင် တစ်ဖက်စာချုပ်ပါတာဝန်များဆောင်ရွက်ရန်ပျက်ကွက်ခြင်း။

(ဂ) ကြိုတင်မမျှော်မှန်းနိုင်သည့်အပြင် တားဆီးခြင်း မပြုလုပ်နိုင်သောမလွှဲမရှောင်နိုင်သည့် ဖြစ်ရပ်များ (၆)လထက်ပိုမိုဖြစ်ပေါ်လာခြင်း။

(ဃ) သဘောတူစာချုပ်၏ မူလရည်မှန်းချက်များကို အကောင်အထည်ဖော်နိုင်စွမ်းမရှိခြင်း။

(င) ငှားချထားခြင်းခံရသူက ငှက်သိုက်သန့်စင်ခြင်းလုပ်ငန်းကို မြန်မာနိုင်ငံသားများရင်းနှီး မြှုပ်နှံမှုဥပဒေဆိုင်ရာလုပ်ထုံးလုပ်နည်းများအရရပ်စဲလိုကြောင်းမြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှု ကော်မရှင် သို့တင်ပြပြီး ကော်မရှင်၏ သဘောတူညီချက်ရလျှင်လည်းကောင်း၊

(စ) အငှားချထားခြင်းခံရသူသည် ဤ အငှားစာချုပ်ချုပ်ဆိုပြီးနောက် ၁၂(တစ်ဆယ့်နှစ်)လ ကာလအတွင်း လုပ်ငန်းကို စတင်မှုမပြုလျှင်သော်လည်းကောင်း၊

(ဆ) အငှားချထားခြင်းခံရသူသည် ဤအငှားစာချုပ်ပါသဘောတူညီချက်များကို ဆောင်ရွက် ရန်သို့မဟုတ် လိုက်နာရန် ပျက်ကွက်ပြီး ထိုပျက်ကွက်ခြင်းများအတွက် ခိုင်ခန့်သော အကြောင်းပြချက်များမပြလျှင်သော်လည်းကောင်း၊

၂။ သို့သော်ငြားလည်းအငှားချထားခြင်းခံရသူသည် ၎င်း၏လုပ်ငန်းများဆက်လက်ဆောင်ရွက်နိုင် ရန်နှင့်ပြန်လည်တည်ထောင်မှုပြုလုပ်နိုင်ရန်အတွက်ဤသဘောတူစာချုပ်ပါ၎င်း၏အခွင့်အရေး များကိုခြွင်းချက်အဖြစ် သတ်မှတ်ချက်များနှင့်အညီ နှစ်ဦးနှစ်ဖက်တို့သည် ဤသဘောတူ စာချုပ်ကို ရပ်စဲလိုပါကရပ်စဲလိုကြောင်း အကြောင်းကြားစာကို အခြားတစ်ဖက်ထံသို့(၃)လ ကြိုတင်၍ ပေးပို့အသိပေးရမည်။

အထွေထွေ

၂၂။ ဤစာချုပ်သည် နှစ်ဦးနှစ်ဖက် သဘောပေါက်နားလည်းကြသဖြင့်ယင်းအကြောင်းအရာများအပေါ် ယခင်က အချင်းချင်းသဘောတူညီချက်များ နားလည်းမှုများအားလုံးကို လွှမ်းမိုးသည်။

၂၃။ စာချုပ်၏ နောက်ဆက်တွဲများ၊ ဂရန်မိတ္တူများ၊ မြေပုံများ၊ စာရင်းဇယားများအားလုံးသည် ဤစာချုပ်၏ တစ်စိတ်တစ်ဒေသဖြစ်စေရမည်။

၂၄။ ဤငှားရမ်းခြင်း စာချုပ်လက်မှတ်ရေးထိုးသည့်နေ့မှစ၍ ယခင်စာချုပ်များပျက်ပြယ်ကြောင်းနှစ်ဖက်သဘောတူကြပါသည်။

၂၅။ ဤအငှားချထားသည့် မြေနှင့်အဆောက်အဦးအားအငှားချထားသူထံမှ အငှားချထားခြင်းခံရသူက ငှားရမ်းရာတွင် အငှားချထားသည့် ကာလတစ်လျှောက် အဆိုပါ ငှားရမ်းထားသည့် မြေနှင့် အဆောက်အဦး၌ နိုင်ငံတကာအဆင့်မှီ ပညာရေးဝန်ဆောင်မှုလုပ်ငန်းကို လုပ်ကိုင်ရန်နှစ်ဖက်သဘောတူကြပါသည်။

သက်သေထင်ရှားစိမ့်သောငှာ၊ ဤမြေနှင့်အဆောက်အဦးငှား စာချုပ်ချုပ်ဆိုသူများသည် အထက်တွင် ရေးသားထားသော ၂၀၁၈ ခုနှစ်၊ ဩဂုတ် လ၊ (၁) ရက်နေ့တွင် ဤစာချုပ်ကို လက်မှတ်ရေးထိုးကြပါသည်။

အငှားချထားသူ
လက်မှတ်
အမည် – ဦးတိုးနိုင်မန်း
မှတ်ပုံတင်အမှတ် – ၇/သကန(နိုင်)၀၇၈၈၄၃

အငှားချထားခြင်းခံရသူ
လက်မှတ်
အမည် – ဦးထင်ကျော်
(ကိုယ်စားပြုသူ)
ETERNAL TECHNICAL SUPPORTING CO., LTD
ဒါရိုက်တာ
မှတ်ပုံတင်အမှတ် – ၃/ဘအန(နိုင်)၀၁၀၂၀၀

(အသိသက်သေများ)

၁။
လက်မှတ် ------------------
အမည် ------------------
မှတ်ပုံတင်အမှတ် ------------------
အလုပ်အကိုင် ------------------

၂။
လက်မှတ် ------------------
အမည် ------------------
မှတ်ပုံတင်အမှတ် ------------------
အလုပ်အကိုင် ------------------

မြေငှားစာချုပ်

မူရင်း

၂၀၁၁ ခုနှစ်၊ (မြေငှား) အမှုတွဲ အမှတ် ရက/န - ၁၆၆ / ၂၀၁၁ အရ ထုတ်ပေးသည်။

ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရ၊ ဆောက်လုပ်ရေးဝန်ကြီးဌာန၊ မြို့ရွာနှင့် အိုးအိမ်ဖွံ့ဖြိုးရေးဦးစီးဌာန (နောင်တွင် "အငှားချထားသူ"ဟု ရည်ညွှန်းသည်။ "အငှားချထားသူ"ဆိုသည့်စကားရပ်တွင် မြို့ရွာနှင့်အိုးအိမ်ဖွံ့ဖြိုးရေးဦးစီးဌာနနှင့် အဆိုပါဌာနကို ဆက်ခံသူများ၊ အဆိုပါဌာနက လွှဲအပ်သူများလည်း ပါဝင်သည်။)

နှင့် ရန်ကုန် မြို့နေ၊ ဦး ထွန်း ၏၊ သား/သမီး ဖြစ်သော ဦး တိုးနိုင်ဝင်း အမျိုးသားမှတ်ပုံတင်အမှတ် ၇/သကန(နိုင်) ၀၄၈၈၇၃ (နောက်တွင် "အငှား စာချုပ်ရသူ"/များ ဟု ရည်ညွှန်းသည်။) တို့၊ ၁၃ ၇၄ ခုနှစ်၊ ဝါခေါင် လဆန်း/လပြည့်ကျော် ၁၄ ရက်နေ့၊ ခရစ် ၂၀၁၁ ခုနှစ်၊ (ဩဂုတ် လ ၁၆ ရက်) တွင် အောက်ပါအတိုင်း မြေငှားစာချုပ်–ချုပ်ဆိုကြသည်။

အငှား စာချုပ်သူက–နောက်တွင် သတ်မှတ်ထားသည့် မြေငှားခကို ပေးဆောင်ရန် သနောတူသောကြောင့် လည်းကောင်း၊ နောက်တွင်ပါရှိသော ပဋိညာဉ်ခံချက်များကို ပြုသောကြောင့်လည်းကောင်း၊ အောက်ပါဇယား၌ ဖော်ပြထားသော မြေကွက် အားလုံးကိုထိုမြေကွက်နှင့် သက်ဆိုင်သော ပိုင်ဆိုင်ခွင့်များ၊ ဝင်–ထွက် သွားလာနိုင်ခွင့် စသော သက်သာခွင့်များနှင့် အခြား အခွင့်အရေးများနှင့်တကွအငှားချထားသူက အငှားစာချုပ်ရသူအား၊ ဤစာချုပ်ဖြင့် အငှားချထားသည်။ အဆိုပါမြေကွက်အတွင်း မြေပေါ်မြေအောက်ရှိ သတ္တုတွင်းများ၊ ဓာတ်သတ္တုပစ္စည်းများ၊ မြေမြှုပ်ဘဏ္ဍာများ၊ ကျောက်မီးသွေး ရေနံနှင့် ကွာရီ (Quarries) စသည်တို့သည်ဤစာချုပ်ဖြင့် အငှားချထားခြင်း၌ မပါဝင်ချေ။ ထိုသို့ ရာဇဝတ်ဆောင်ရွက်သူ၊ သယ်ဆောင်ရာ၌ အဆိုပါမြေကွက်၏ မျက်နှာပြင်ကိုနောက်ယှက်ပျက်စီးစေခဲ့လျှင်၊ အငှားစာချုပ်ရသူအားသင့်တော်သော လျော်ကြေးကို အငှားချထားသူက ပေးရမည်။ ထိုလျော်ကြေးနှင့် စပ်လျဉ်း၍ အငြင်းဖြစ်ပွားခဲ့သော် လျော်ကြေးကို တည်ဆဲမြေသိမ်း အက်ဥပဒေ၏ သို့တည်းမဟုတ် စည်းမျဉ်းဥပဒေများ၏ ပြဋ္ဌာန်းချက်နှင့်အညီပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရ ဆောက်လုပ်ရေးဝန်ကြီးဌာန မြို့ရွာနှင့် အိုးအိမ်ဖွံ့ဖြိုးရေးဦးစီးဌာန၏ ညွှန်ကြားရေးမှူးချုပ်က ဆုံးဖြတ်ရမည်။

ထို့ကြောင့် ဤစာချုပ်–ချုပ်ဆိုသည့် ၁၆.၈.၂၀၁၁ နေ့မှစ၍ နှစ်ပေါင်း ခြောက်ဆယ်ကာလ အပိုင်းအခြား အတွက် လက်ရှိထားနိုင်ရန် အငှားစာချုပ်ရသူအား အဆိုပါမြေကွက်ကို အငှားချထားသည်။

နှစ်ပေါင်း ခြောက်ဆယ် မြေငှားစာချုပ် ကာလအပိုင်းအခြားတွင် ၂၀၂၇ ခုနှစ် ၊ ဩဂုတ် လ ၁၅ ရက်နေ့၌၊ ကုန်ဆုံးသည့် ပထမ တစ်ဆယ့်ငါးနှစ်အတွင်းတွင် ကျပ် ၂၈၇၇ ပြား (ကျပ်နှစ်ထောင့်ရှစ်ရာခုနစ်ဆယ့်ခုနစ်) တိုတိကို ဇန်နဝါရီလ ၁–ရက်နေ့မှ စသည့် သုံးလပတ် အတွက် ဧပြီ ၁–ရက် အတွက် ဇန်နဝါရီလ ၁–ရက်နေ့တွင် လည်းကောင်း ၊ ဧပြီလ ၁–ရက်နေ့မှ စသည့် သုံးလပတ် အတွက် ဇူလိုင်လ ၁–ရက်နေ့တွင် လည်းကောင်း၊ နေ့တွင် လည်းကောင်း ၊ ဇူလိုင်လ –၁ရက်နေ့မှ စသည့် သုံးလပတ် အတွက် အောက်တိုဘာလ ၁–ရက်နေ့တွင်လည်းကောင်း ကြိုတင် အောက်တိုဘာလ ၁–ရက်နေ့မှစသည့် သုံးလပတ်အတွက် ပေးဆောင်ရမည်။ အဆိုပါနှစ်ခြောက်ဆယ်ကာလအပိုင်းအခြား၏ ဒုတိယ တဆယ့်ငါးနှစ်နှင့်တတိယတစ်ဆယ့်ငါးနှစ်၊ စတုတ္ထတစ်ဆယ့် ငါးနှစ်အတွက် အပိုဒ် ၃–တွင်ပြဋ္ဌာန်းထားသည့်နည်းလမ်းအတိုင်း အငှားချထားသူအားသတ်မှတ်သည့်မြေငှားခများကို အငှားစာချုပ်ရသူက ပေးဆောင် ရမည်။

၁။ အငှားစာချုပ်ရသူသည် အငှားချထားသူအား အောက်ပါအတိုင်း ပဋိညာဉ်ခံချက် ပြုလုပ်သည်။

(က) အထက်၌ မြေငှားခကိုပေးဆောင်ရန် သတ်မှတ်ထားသည့် နေ့ရက်များတွင် သတ်မှတ်ထားသည့် နည်းလမ်းအတိုင်း
အဆိုပါမြေငှားခနှင့် အဆိုပါမြေကွက်ပေါ်၌လည်းကောင်း၊ ထိုမြေကွက်ပေါ်တွင် ဆောက်လုပ်ထားသော အဆောက်အအုံပေါ်၌
သော်လည်းကောင်း၊ အငှားစာချုပ်ရသူအပေါ်၌လည်းကောင်း အဆိုပါ နှစ်ခြောက်ဆယ့် ကာလအပိုင်းအခြားအတွင်း စည်းကြပ်ဆဲ
စည်းကြပ်လတ္တံ့ ဖြစ်သော အခွန်အတုတ်အားလုံးကို ပေးဆောင်ရန်။

(ခ) ဤစာချုပ်ချုပ်ဆိုသည့်နေ့မှ ၆–လအတွင်း စတင်ဆောက်လုပ်၍ နှစ်နှစ်အတွင်း အဆိုပါမြေကွက်ပေါ်၌ ကောင်းမွန်
ခိုင်ခံ့သော လူနေအိမ်၊ ဒေသန္တရအာဏာပိုင်နှင့် သက်ဆိုင်သည့်တရားဥပဒေများနှင့် အညီ၊ ပြီးစီးအောင်ဆောက်လုပ်ရန်နှင့် ထိုလူနေ
အိမ်စသည်တို့ကို အဆိုပါနှစ်ပေါင်းခြောက်ဆယ်ကာလ အပိုင်းအခြားအတွင်း ပြုပြင်မွမ်းမံထားရှိရန်။

(ဂ) အဆိုပါမြေကွက်တည်ရှိသော ရပ်ကွက်၌သက်ဆိုင်ရာဒေသန္တရအာဏာပိုင်များက မိလ္လာပိုက်နှင့် ရေပိုက်များ ချထားလျှင်၊
ဒေသန္တရအာဏာပိုင်နှင့် သက်ဆိုင်သည့်တရားဥပဒေနှင့်အညီ အဆိုပါမြေကွက်ပေါ်၌ ဆောက်လုပ်ထားသော အဆောက်အအုံများကို၊
ထိုမိလ္လာပိုက်၊ ရေပိုက်များနှင့် ဆက်သွယ်ရန်။

(ဃ) သက်ဆိုင်သော ဒေသန္တရအာဏာပိုင်က ခွင့်ပြုသော အဆောင်ခွဲနှင့် အလုပ်သမားတန်းလျားများမှအပ ဆိုပါ
မြေကွက်ပေါ်၌ အဆောက်အအုံတစ်ခုထက်ပို၍ မဆောက်လုပ်ရန်။

(င) အငှားချထားသူ၏ စာဖြင့် သဘောတူညီချက်ကို ကြိုတင်မရရှိဘဲ၊ နှစ်ပေါင်းခြောက်ဆယ်ကာလ ပိုင်းအခြား
အတွင်းအဆိုပါ မြေကွက်ကို လူနေအိမ်ဆောက်လုပ်ရန်အတွက် မှတစ်ပါး၊ အခြားကိစ္စအတွက် အသုံးပြုရန်နှင့် အဆ... ကွက်ပေါ်တွင်
ဆောက်လုပ်သည့် လူနေအိမ်ကို လူနေအိမ်အဖြစ်မှ တစ်ပါး အခြားနည်း အသုံးမပြုရန်။

(စ) အငှားချထားသူ၏ စာဖြင့် ကြိုတင်သဘောတူညီချက်မရရှိဘဲ၊ စာချုပ်ပါမြေကို ခွဲခြမ်းခြင်း... သည်ပြင် ...င်းမြေ
တစ်စိတ်တစ်ဒေသကိုလည်း လွှဲပြောင်းခြင်း၊ တစ်ဆင့်ငှားရမ်းခြင်း၊ လက်လွှတ်ခြင်းများမပြုလုပ်ရ။

(ဆ) ဤစာချုပ်နှင့်စပ်လျဉ်း၍ မည်သည့်ကိစ္စအတွက်မဆို၊ အဆိုပါမြေကွက်သို့ဖြစ်စေ၊ အဆိုပါမြေကွက်ပေါ်တွင်
ဆောက်လုပ်ထားသောအဆောက်အအုံသို့ဖြစ်စေ နှစ်ပေါင်းခြောက်ဆယ် ကာလအပိုင်းအခြားတွင်ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရ
ဆောက်လုပ်ရေး ဝန်ကြီးဌာန၊ မြို့ရွာနှင့် အိုးအိမ်ဖွံ့ ဖြိုးရေးဦးစီးဌာန ဥ ုန်ကြားရေးမှူးချုပ်၏ အမိန့်အရ ဆောင်ရွက်သူများအား နေ့ခင်း
သင့်တော်သည့် အချိန်များတွင် ဝင်ရောက်ခွင့်ပြုရန်။

(ဇ) ဤစာချုပ်အရ အငှားချထားသည့် နှစ်ပေါင်းခြောက်ဆယ်ကာလ အပိုင်းအခြား ကုန်ဆုံးသောအခါ အဆိုပါမြေကွက်
တည်ရှိသည့် အဆောက်အအုံ၊ ထိုအဆောက်အအုံနှင့် အမြဲတွဲကပ်ထားသော ပစ္စည်းမပါဝင်စေဘဲ၊ အဆိုပါမြေကွက်ကို အငှားချထားသူအား
အေးဆေးစွာပြန်လည် ပေးအပ်ရန်။ သို့ရာတွင် အငှားချထားသူက အပိုဒ် ၂–အရ အဆိုပါမြေကွက်ကို ပြန်လည်သိမ်းယူပြီး
စာချုပ်ကိုရုပ်စဲလျှင် အဆိုပါမြေကွက်နှင့် ထိုမြေကွက်ပေါ်တွင်တည်ရှိသည့် အဆောက်အအုံ ထိုအဆောက်အအုံနှင့် အမြဲတွယ်ကပ်
ထားသောပစ္စည်းများကို အငှားစာချုပ်ရသူက အငှားချထားသူအား အေးဆေးစွာ ပြန်လည်ပေးအပ်ရန်။

အပိုပဋိညာဉ်ခံချက်များ

ဖော်ပြပါ မြေငှားခနှုန်းသည် ယာယီမျှသာဖြစ်၍ ၂၀၁၁ ခု ၁၉ ခုနှစ် အတွင်းတွင် ဖြစ်စေ
ထိုနောက် အချိန်ကာလတွင် ပြန်လည်ပြင်ဆင်သင့်က ပြင်ဆင်စည်းကြပ်ရန် ဖြစ်သည်။

၂။ အဆိုပါ မြေငှားခကို တောင်းဆိုသည်ဖြစ်စေ၊ မတောင်းဆိုသည်ဖြစ်စေ၊ ကြိုတင်ပေးဆောင်ရမည့် သုံးလပတ်အတွက်
မြေငှားခကို သို့တည်းမဟုတ် ၎င်း၏ အစိတ်အပိုင်းကို ထိုသုံးလပတ်၏ ဒုတိယလ ဦးပိုင်းတွင် မပေးဆောင်သဖြင့် မြေငှားခ မပြေ
ကျန်ရှိလျှင် သို့တည်းမဟုတ် အငှားစာချုပ်ရသူသည် အထက်တွင် ဖော်ပြပါရှိသည့် ပဋိညာဉ်ခံချက်များ အတိုင်း လိုက်နာဆောင်ရွက် ရန်
ပျက်ကွက်လျှင် ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရ ဆောက်လုပ်ရေးဝန်ကြီးဌာန၊ မြို့ရွာနှင့်အိုးအိမ် ဖွံ့ဖြိုးရေးဦးစီးဌာန၏
ညွှန်ကြားရေးမှူးချုပ်သည် အဆိုပါ မြေငှားခကို ရယူရန် ချက်ချင်း အမှုဖွင့်နိုင်သည်။ ထို့ပြင် သို့တည်းမဟုတ် ယခင်က ပဋိညာဉ်ခံ ချက်
ပျက်ကွက်ခြင်းအတွက် အရေးယူပိုင်ခွင့်ကိုဖြစ်စေ၊ အဆိုပါမြေကွက်ပြန်လည်သိမ်းယူနိုင်ခွင့်ကိုဖြစ်စေ စွန့်လွှတ်ခဲ့စေကာမူ ဤစာချုပ်ကို
ပယ်ဖျက်၍ အဆိုပါ မြေကွက်နှင့် ထိုမြေကွက်ပေါ်တွင် တည်ရှိသော အဆောက်အအုံများ၊ ထိုဆောက်အအုံများနှင့် အမြဲတွယ်ကပ်ထားသော
ပစ္စည်းများကို သိမ်းယူနိုင်သည်။

၃။ အငှားချထားသူသည် အငှားစာချုပ်ရသူအား အောက်ပါအတိုင်း ပဋိညာဉ်ခံချက် ပြုလုပ်သည်။

(က) အပိုဒ် ၂–အရ၊ ဤစာချုပ်ကို ပယ်ဖျက်ကြောင်း နို့တစ်စာကို အငှားချထားသူက မိမိ သင့်လျော်သည်ဟု ထင်မြင်သည့် နည်းလမ်းအတိုင်း အငှားဂရန် ရသူ၏ နောက်ဆုံး သိရှိရသော လိပ်စာတပ်ပြီး ရေစစ္စတြီပြုလုပ်၍ စာတိုက်မှ ပေးပို့နိုင်သည်။ သို့တည်းမဟုတ် ဆိုခဲ့သည့်အတိုင်း လိပ်စာတပ်၍ နို့တစ်စာကို အဆိုပါမြေကွက်၊ အဆောက်အအုံ သည့် ပစ္စည်းများ၏ ထင်ရှား၍ လူအများမြင်သာသောနေရာတွင် ကပ်ထားနိုင်သည်။ အဆိုပါ နို့တစ်စာကိုပြဆိုသည့်နည်းလမ်းအတိုင်းပို့ခြင်း၊ ကပ်ထားခြင်း ပြုလုပ်ပြီးနောက် ရက်ပေါင်း ခြောက်ဆယ်အတွင်း အငှားစာချုပ် ရသူက အဆိုပါ ညွှန်ကြားရေးမှူးချုပ်အား မပြေကျန်ရှိနေသေးသော မြေငှားခကို ဤစာချုပ်ပယ်ဖျက်ခြင်း သို့တည်းမဟုတ် အဆိုပါမြေကွက် ပြန်လည်သိမ်းယူခြင်း၊ သို့တည်းမဟုတ် အဆိုပါမြေကွက်ကို ပြန်လည် အငှားချထားခြင်းနှင့် စပ်လျဉ်း၍ အငှားချထားသူက ကုန်ကျသောစရိတ် အားလုံးနှင့်တကွ အဆိုပါ ညွှန်ကြားရေးမှူးချုပ်သို့ ပေးဆောင်လျှင်သော်လည်းကောင်း၊ အခြားပဋိညာဉ်ခံချက် တစ်ခုခုနှင့် စပ်လျဉ်း၍ ပျက်ကွက်သည့်အတွက် နစ်နာမှုကို ပပျောက်စေရန် အဆိုပါ ညွှန်ကြားရေးမှူးချုပ် ကျေနပ်လောက်အောင် ဆောင်ရွက်လျှင် လည်းကောင်း အငှားချထားသူက ဤစာချုပ်ပါ ပဋိညာဉ်ခံချက်များအတိုင်း နှစ်ပေါင်းခြောက်ဆယ် ကာလအပိုင်းအခြား၏ ကျန်ရှိနေသေးသော ကာလအဖို့ အဆိုပါမြေကွက်နှင့် ပြန်လည် သိမ်းယူသည့်အချိန်တွင် ထိုမြေကွက်ပေါ်၌တည်ရှိနေသော အဆောက်အအုံ၊ ထိုအဆောက်အအုံနှင့် အမြဲတွယ်ကပ်ထားသော ပစ္စည်းများကို လက်ရှိ ထားနိုင်စေခြင်းငှာ အငှားစာချုပ်ရသူအား ပြန်လည်ပေးအပ်ရန်။ သို့ရာတွင် မီးကြောင့်သော်လည်းကောင်း၊ အခြား အကြောင်း တစ်ခုခုကြောင့်သော်လည်းကောင်း ပျက်စီးရသည့် အဆောက်အအုံ သို့တည်းမဟုတ် ထိုအဆောက်အအုံနှင့် အမြဲတွယ်ကပ်ထားသော ပစ္စည်းများကို ပြန်လည်ပေးအပ်ရန် အငှားချထားသူ၌ တာဝန်မရှိသည့်အပြင် ယင်းသို့ ပြန်လည်သိမ်းယူ သည့်အခါက ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရဆောက်လုပ်ရေးဝန်ကြီးဌာန၊မြို့ရွာနှင့်အိုးအိမ်ဖွံ့ဖြိုးရေးဦးစီးဌာန၏ အမှုထမ်းများသို့တည်းမဟုတ် ကိုယ်စားလှယ်များ၏ ဖျက်လိုဖျက်ဆီးပြုလုပ်မှုကြောင့် ဆုံးရှုံးပျက်စီးခြင်းအတွက်မှတစ်ပါး အဆိုပါမြေကွက် ပေါ်တွင် ဖြစ်စေ၊ အထဲတွင်ဖြစ်စေ တည်ရှိသော အဆောက်အအုံနှင့် အခြားပစ္စည်းများ၏ တန်ဖိုးယုတ်လျော့ခြင်း၊ ပြုပြင်မှုကင်းမဲ့ခြင်း၊ သို့တည်းမဟုတ် ပျက်ဆီးယိုယွင်းခြင်းအတွက်ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရဆောက်လုပ်ရေးဝန်ကြီးဌာန၊မြို့ရွာနှင့်အိုးအိမ်ဖွံ့ဖြိုးရေးဦးစီးဌာန၌ တာဝန်မရှိစေရန်။

(ခ) အပိုဒ် ၂–အရ၊ ဤစာချုပ်ကိုပယ်ဖျက်ပြီး မဟုတ်လျှင်လည်းကောင်း၊ အငှားစာချုပ်ရသူကနှစ်ပေါင်းခြောက်ဆယ် ကာလအပိုင်းအခြား ကုန်ဆုံးသည့်အထိ အဆိုပါမြေငှားခကိုပြေလည်အောင် ပေးဆောင်၍ ဤစာချုပ်ပါမိမိပြုလုပ်သည့် ပဋိညာဉ်ခံချက်များအတိုင်း လိုက်နာဆောင်ရွက်လျှင်လည်းကောင်း၊ အငှားစာချုပ်ရသူသည် အဆိုပါမြေကွက်ပေါ်တွင် တည်ဆောက်တွယ်ကပ်ထားသောအဆောက်အအုံများ၊ ထိုအဆောက်အအုံများနှင့် အမြဲတွယ်ကပ်ထားသော ပစ္စည်းများကို အဆိုပါကာလအပိုင်းအခြားမကုန်မီ ခြောက်လအတွင်း ဖျက်သိမ်းသယ်ယူ ခန့်ခွဲနိုင်သည်။ သို့ရာတွင် ထိုသို့ သယ်ယူခြင်းကြောင့် အဆိုပါမြေကွက်ပျက်စီးယိုယွင်းခဲ့ လျှင် ထိုမြေကွက်ကိုမူလအခြေအနေအတိုင်းရှိအောင် ပြုပြင်ပေးရန်။

(ဂ) (၂၀၂၇) ခုနှစ်၊ ဩဂုတ် လ၊ (၁၅)ရက်နေ့မှစ၍ ပထမတဆယ့်ငါးနှစ် ကုန်ဆုံးသည့် အခါ ဒုတိယတဆယ့်ငါးနှစ်အတွက် ရန်ကုန်စည်ပင်သာယာရေး မြေနည်းဥပဒေ ၂၄–အရ စည်းကြပ်သော သုံးလပတ်မြေငှားခကို လည်းကောင်း၊ ဒုတိယတဆယ့်ငါးနှစ်ကုန်ဆုံးသည့်အခါ တတိယတဆယ့်ငါးနှစ်အတွက် အဆိုပါ နည်းဥပဒေ ၂၄–အရ စည်းကြပ်သော သုံးလပတ်မြေငှားခကိုလည်းကောင်း၊ တတိယတဆယ့်ငါးနှစ်ကုန်ဆုံးသည့်အခါ စတုတ္ထတဆယ့် ငါးနှစ်အတွက် အဆိုပါနည်းဥပဒေ ၂၄–အရ စည်းကြပ်သောသုံးလပတ်မြေငှားခကိုလည်းကောင်း အငှားစာချုပ်ရသူက အငှားချထားသူအား ပေးဆောင်ရန်၊ သို့ရာတွင် အထက်ပါနည်းလမ်းအတိုင်း မြေငှားခကိုပြန်လည်စည်းကြပ်ခြင်းမပြုလျှင် အငှားစာချုပ်ရသူသည် ဤအပိုဒ်ခွဲတွင်ပြဋ္ဌာန်းထားသည့်နည်းလမ်းအတိုင်း မြေငှားခကိုပြောင်းလဲခြင်းမပြုမီ သတ်မှတ်ထားသည့် စည်းကြပ်ဆဲသုံးလပတ်မြေငှားခကို [illegible] ဆောင်ရန်။

(ဃ) ဤစာချုပ်ပါအခြားပြဋ္ဌာန်းချက်များတွင် ဆန့်ကျင်လျက်မည်သို့ပင်ပါရှိစေကာမူ ဤစာချုပ် [illegible] ပထမနှစ်ပေါင်းသုံးဆယ်အတွင်းသတ်မှတ်ထားသော သို့တည်းမဟုတ် ပြန်လည်စည်းကြပ်သောမြေငှားခ [illegible] ဆောင်ခဲ့သောကြောင့် လည်းကောင်း၊ ပြုလုပ်ထားသည့်ပဋိညာဉ်ခံချက်များကို မပျက်မကွက်လိုက်နာ [illegible] လည်းကောင်း သတ်မှတ်ထားသော သို့တည်းမဟုတ် ပြန်လည်စည်းကြပ်သောသုံးလပတ် မြေငှားခ [illegible] သုံးဆယ်အတွက် ဆက်လက်၍ အဆိုပါမြေကွက်ကို ငှားရမ်း မြေငှားစာချုပ် အသစ် ချုပ်ဆိုရန် သဘော [illegible] နှစ်ပေါင်းသုံးဆယ်မပြည့်မီ အနည်းဆုံးခြောက်လကြိုတင်၍ အငှားရသူက အငှားချထားသူ [illegible] ရမည်။ အကြောင်းကြားစာနှင့်အတူ ပထမမြေငှားစာချုပ်ကိုပေးအပ်လျှင် ထိုအကြောင်းကြားစာ [illegible] နှစ်ပေါင်းသုံးဆယ်အတွက် ပထမမြေငှားစာချုပ်ပါ ပဋိညာဉ်ခံချက်များနှင့်ဖြစ်နိုင်သမျှ တူညီသည့် [illegible] မြေငှားစာချုပ် အသစ်ကို အငှားစာချုပ်ရသူ၏ စရိတ်ဖြင့် အငှားချထားသူက [illegible] သတ်မှတ်ခြင်းမရှိသေးလျှင် ပထမမြေငှားစာချုပ်အရ နောက်ဆုံးပေးဆောင် [illegible] အငှားစာချုပ်ရသူကပေးဆောင်ရန်။

ဤစာချုပ်ပါစကားရပ်များကိုသိရှိနားလည်ကြပြီးဖြစ်သဖြင့်ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရဆောက်လုပ်ရေးဝန်ကြီးဌာန မြို့ပြနှင့်အိုးအိမ်ဖွံ့ဖြိုးရေးဦးစီးဌာန ညွှန်ကြားရေးမှူးချုပ်၊ ဒုတိယညွှန်ကြားရေးမှူးချုပ်နှင့် ညွှန်ကြားရေးမှူးတို့ရှေ့တွင် ဦးစီးဌာနတံဆိပ်ကိုခပ်နှိပ်၍ အဆိုပါညွှန်ကြားရေးမှူးချုပ်နှင့်အဆိုပါ ဦးတိုးနိုင်မြင့် သည် ဤစာချုပ်ကိုအထက်၌ ဖော်ပြခဲ့သည့်နေ့တွင် လက်မှတ် ရေးထိုးကြကြောင်း။

ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရ၊ ဆောက်လုပ်ရေးဝန်ကြီးဌာန မြို့ပြနှင့်အိုးအိမ်ဖွံ့ဖြိုးရေး ဦးစီးဌာန

မြို့-ရန်ကုန်

တံဆိပ်ကို ညွှန်ကြားရေးမှူးချုပ် ဦးမင်းထိန် ______ ညွှန်ကြားရေးမှူးချုပ်

ဒုတိယညွှန်ကြားရေးမှူးချုပ် ဦးခင်စိန် ______ ဒုတိယညွှန်ကြားရေးမှူးချုပ်

နှင့် ညွှန်ကြားရေးမှူး ဦးအောင်ကျော်ဦး တို့

ရှေ့မှောက်၌ ခပ်နှိပ်၍ အဆိုပါ ညွှန်ကြားရေးမှူးချုပ်၊ ဒုတိယညွှန်ကြားရေးမှူးချုပ်နှင့် ညွှန်ကြားရေးမှူးတို့လက်မှတ် ရေးထိုးသည်။

ညွှန်ကြားရေးမှူး

အသိသက်သေ။

ဒုတိယညွှန်ကြားရေးမှူး (မြေနှင့်အခွန်) ဦးဟန်ချိုဦး

အငှားစာချုပ်ရသူ ဦးတိုးနိုင်မြင့် က လက်မှတ်ရေးထိုးသည်။

အငှားစာချုပ်ရသူ

အသိသက်သေ။

၁။ ဦးမိုးလှကျော်ကျော်သိန်းဝင်း
၁၂/ပဘတ(နိုင်)၀၀၂၂၈၀၊ အမှတ်(၁)မင်္ဂလာနဲ့ဥယျာဉ်မြို့တော်

၂။ ______

အထက်တွင် ရည်ညွှန်းထားသည့် ယော

ခွင့်ပြုပြီးမြေပုံဖြစ်သော လူနေရပ်ကွက် အမှတ် ______
မြေတိုင်းရပ်ကွက် အမှတ် ၈၃+၈၄
ရန်ကုန်မြို့ ရန်ကင်း မြို့နယ်။

အတွင်းရှိ ______ တန်းစား၊ မြေကွက်အမှတ် ၈.၀၁/၁.A၂ +၂A/B ဖြစ်သည်။ ပူးတွဲပါ မြေပုံ၌ မင်နီဖြင့် ပြထားသော အလျား ______ ပေ၊ အနံ ______ ပေခန့်ရှိသော အလား အလာ

အရှေ့လားသော် မြေကွက်အမှတ် ၂/၁ ၊ ၂-A/A

အနောက်လားသော် လမ်း

တောင်လားသော် ဘုန်းကြီးကျောင်းများ

မြောက်လားသော် မြေကွက်အမှတ် ၈.၀၁/၁-A၁

အတွင်းရှိ မြေအားလုံး ဧရိယာ ၂.၀၈၄ ဧက၊ (စတုရန်းပေ ၉၀၉၂၀)

ရန်ကုန်မြို့တော်

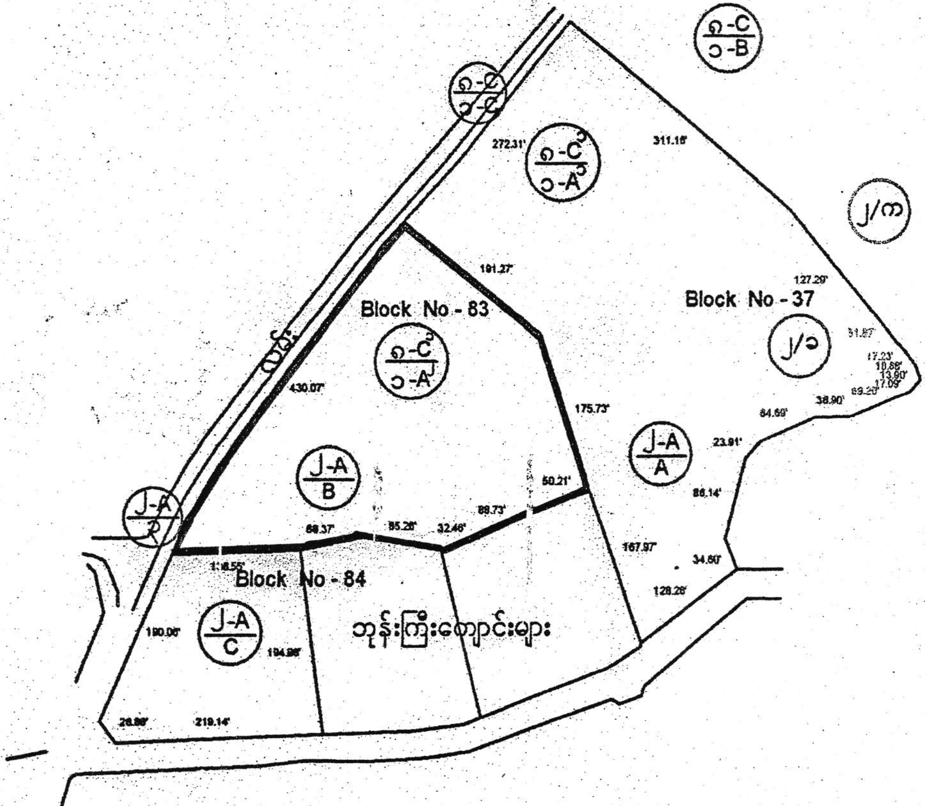
မူရင်း

အိုးအိမ်ပုံစံ
အက်စ် - ၂၂

ရန်ကင်း မြို့နယ်၊ လူနေရပ်ကွက်အမှတ် --

မြေတိုင်းရပ်ကွက်အမှတ် - ၈၃+၈၄ မှ မြေကွက်အမှတ် - ၈-/C°/၁-/A၂ + ၂A/B ၏ မြေပုံ

၁ - လက်မလျှင် ၂၀၀ ပေ စကေး



ရည်ညွှန်းချက်

------ ဧရိယာ

စတုရန်းပေ ---- ၈၉၆၂၀

ဧက ---- ၂.၀၈၇

13.8.12

(ညီဝင်း)
မြေတိုင်း - ၄
မြေတိုင်းဌာန နခွဲ

(သောင်းထွ...)
မြေတိုင်း - ...
မြေတိုင်းဌာ...

ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON BRANCH)

နောက်ဆက်တွဲဇယား – ၆

Salary For Local Teacher

NO	Type of Personal	Year - 1					Year - 2				
		Daily Pay Ks	Monthly Pay Ks	Yearly Pay Ks	No of Personal	Yearly Amt Ks	Daily Pay Ks	Monthly Pay Ks	Yearly Pay Ks	No of Personal	Yearly Amt Ks
	Local Person										
1	**Teacher**										
	Teacher	16,667	500,000	6,000,000	30	180,000,000	16,667	500,000	6,000,000	30	180,000,000
	Assistant Teacher	10,000	300,000	3,600.000	20	72,000,000	10,000	300,000	3,600,000	20	72,000,000
	Training Teacher	8,333	250,000	3,000,000	2	6,000,000	8,333	250,000	3,000,000	2	6,000,000
2	**Health Care**										
	Nurse	7,333	220,000	2,640,000	3	7,920,000	7,333	220,000	2,640,000	3	7,920,000
3	**Administration**										
	Manager	13,333	400,000	4,800,000	1	4,800,000	13,333	400,000	4,800,000	1	4,800,000
	Office Clerk	8,333	250,000	3,000,000	7	21,000,000	8,333	250,000	3,000,000	7	21,000,000
	Security	5,333	160,000	1,920,000	10	19,200,000	5,333	160,000	1,920,000	10	19,200,000
	Kitchen	5,333	160.000	1,920,000	2	3.840,000	5,333	160,000	1,920,000	2	3,840,000
	Cleaner	5,333	160,000	1,920,000	10	19,200,000	5,333	160,000	1,920,000	10	19,200,000
	Driver	7,333	220,000	2,640,000	9	23,760,000	7,333	220,000	2,640,000	9	23,760,000
	Maintenance	5,000	150,000	1,800,000	11	19,800,000	5,000	150,000	1,800,000	11	19,800,000
4	**Finance**										
	Chief Accountant	20,000	600,000	7,200,000	1	7,200,000	20,000	600,000	7,200,000	1	7,200,000
	Assistant Accountant	13,333	400,000	4,800,000	1	4,800,000	13,333	400,000	4,800,000	1	4,800,000
	Sub-total				**107**	**389,520,000**				**107**	**389,520,000**

ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON BRANCH)

Salary For Local Teacher

NO	Type of Personal	Year - 3					Year - 4 to 30				
		Daily Pay Ks	Monthly I Ks	Yearly Pay Ks	No of Personal	Yearly Amt Ks	Daily Pay Ks	Monthly I Ks	Yearly Pay Ks	No of Personal	Yearly Amt Ks
	Local Person										
1	**Teacher**										
	Teacher	16,667	500,000	6,000,000	40	240,000,000	16,667	500,000	6,000,000	45	270,000,000
	Assistant Teacher	10,000	300,000	3,600,000	24	86,400,000	10,000	300,000	3,600,000	26	93,600,000
	Training Teacher	8,333	250,000	3,000,000	2	6,000,000	8,333	250,000	3,000,000	2	6,000,000
2	**Health Care**										
	Nurse	7,333	220,000	2,640,000	4	10,560,000	7,333	220,000	2,640,000	6	15,840,000
3	**Administration**										
	Manager	13,333	400,000	4,800,000	1	4,800,000	13,333	400,000	4,800,000	1	4,800,000
	Office Clerk	8,333	250,000	3,000,000	7	21,000,000	8,333	250,000	3,000,000	7	21,000,000
	Security	5,333	160,000	1,920,000	12	23,040,000	5,333	160,000	1,920,000	12	23,040,000
	Kitchen	5,333	160,000	1,920,000	6	11,520,000	5,333	160,000	1,920,000	6	11,520,000
	Cleaner	5,333	160,000	1,920,000	18	34,560,000	5,333	160,000	1,920,000	18	34,560,000
	Driver	7,333	220,000	2,640,000	9	23,760,000	7,333	220,000	2,640,000	9	23,760,000
	Maintenance	5,000	150,000	1,800,000	15	27,000,000	5,000	150,000	1,800,000	15	27,000,000
4	**Finance**										
	Chief Accountant	20,000	600,000	7,200,000	1	7,200,000	20,000	600,000	7,200,000	1	7,200,000
	Assistant Accountant	13,333	400,000	4,800,000	1	4,800,000	13,333	400,000	4,800,000	1	4,800,000
	Sub-total				**140**	**500,640,000**				**149**	**543,120,000**

ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON BRANCH)

Salary For Foreigner Teacher

NO	Type of Personal	Year - 1							
		Daily Pay	Monthly Pay		Yearly Pay		No of Personal	Yearly Amt	
		USD	Ks	Equ: USD	Ks	Equ: USD		Ks	Equ: USD
2	**Foreigner Teacher**			Scale US $		Scale US $			
	Techer	148,500	4,455,000	3,300	53,460,000	39,600	40	2,138,400,000	1,584,000
	Sub-total						40	**2,138,400,000**	**1,584,000**
	Total						147	**2,527,920,000**	**1,584,000**

Salary For Foreigner Teacher

NO	Type of Personal	Year - 2							
		Daily Pay	Monthly Pay		Yearly Pay		No of Personal	Yearly Amt	
		USD	Ks	Equ: USD	Ks	Equ: USD		Ks	Equ: USD
2	**Foreigner Teacher**			Scale US $		Scale US $			
	Techer	154,000	4,620,000	3,300	55,440,000	39,600	40	2,217,600,000	1,584,000
	Sub-total						40	**2,138,400,000**	**1,584,000**
	Total						147	**2,527,920,000**	**1,584,000**

Salary For Foreigner Teacher

NO	Type of Personal	Year - 3							
		Daily Pay	Monthly Pay		Yearly Pay		No of Personal	Yearly Amt	
		USD	Ks	Equ: USD	Ks	Equ: USD		Ks	Equ: USD
2	**Foreigner Teacher**			Scale US $		Scale US $			
	Techer	154,000	4,620,000	3,300	55,440,000	39,600	48	2,661,120,000	1,900,800
	Sub-total						**48**	**2,566,080,000**	**1,900,800**
	Total						**188**	**3,066,720,000**	**1,900,800**

Exchange Rate 1US$=1400 Kyats

ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON BRANCH)

Salary For Foreigner Teacher

NO	Type of Personal	Year - 4 to 30							
		Daily Pay USD	Monthly Pay		Yearly Pay		No of Personal	Yearly Amt	
			Ks	Equ: USD	Ks	Equ: USD		Ks	Equ: USD
2	**Foreigner Teacher**			Scale US $		Scale US $			
	Techer	154,000	4,620,000	3,300	55,440,000	39,600	50	2,772,000,000	1,980,000
	Sub-total						**50**	**2,673,000,000**	**1,980,000**
	Total						199	**3,216,120,000**	1,980,000

Exchange Rate 1US$=1400 Kyats

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ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON BRANCH)

School Fees

No.	Description	Duration	Year 1			
			No of Students	School Fee	Total Amount (USD)	Equ: Ks
1	**Nursery**	August to July	10	5,500	55,000	77,000,000
2	**Reception**	August to July	15	6,000	90,000	126,000,000
3	**Level 1**					
	Year 1	August to July	32	6,900	220,800	309,120,000
	Year 2	August to July	32	9,600	307,200	430,080,000
	Year 3	August to July	36	9,600	345,600	483,840,000
	Year 4	August to July	32	9,800	313,600	439,040,000
	Year 5	August to July	36	9,800	352,800	493,920,000
	Year 6	August to July	36	9,800	352,800	493,920,000
4	**Level 2**					
	Year 7	August to July	34	10,600	360,400	504,560,000
	Year 8	August to July	27	10,600	286,200	400,680,000
	Year 9	August to July	38	10,600	402,800	563,920,000
5	**Level 3**					
	Year 10	August to July	35	12,200	427,000	597,800,000
	Year 11	August to July	30	12,200	366,000	512,400,000
	Year 12	August to July	25	13,000	325,000	455,000,000
	Year 13	August to July	15	13,000	195,000	273,000,000
6	**SPLD (Pre School)**	August to July	1	5,900	5,900	8,260,000
7	**SPLD (Primary)**	August to July	15	9,200	138,000	193,200,000
8	**SPLD (Secondary)**	August to July	3	10,200	30,600	42,840,000
9	**SPLD (ASDAN)**	August to July	6	12,500	75,000	105,000,000
					4,649,700	**6,509,580,000**

Exchange Rate 1US$=1400 Kyats

SPLD mean Specific Learning Difficulties.

ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON BRANCH)

School Fees

No.	Description	Duration	Year 2			
			No of Students	School Fee	Total Amount (USD)	Equ: Ks
1	**Nursery**	August to July	10	5,500	55,000	77,000,000
2	**Reception**	August to July	15	6,000	90,000	126,000,000
3	**Level 1**					
	Year 1	August to July	32	6,900	220,800.00	309,120,000.00
	Year 2	August to July	32	9,600	307,200.00	430,080,000.00
	Year 3	August to July	36	9,600	345,600.00	483,840,000.00
	Year 4	August to July	32	9,800	313,600.00	439,040,000.00
	Year 5	August to July	36	9,800	352,800.00	493,920,000.00
	Year 6	August to July	36	9,800	352,800.00	493,920,000.00
4	**Level 2**					
	Year 7	August to July	34	10,600	360,400.00	504,560,000.00
	Year 8	August to July	27	10,600	286,200.00	400,680,000.00
	Year 9	August to July	38	10,600	402,800.00	563,920,000.00
5	**Level 3**					
	Year 10	August to July	35	12,200	427,000	597,800,000
	Year 11	August to July	30	12,200	366,000	512,400,000
	Year 12	August to July	25	13,000	325,000	455,000,000
	Year 13	August to July	15	13,000	195,000	273,000,000
6	**SPLD (Pre School)**	August to July	1	5,900	5,900	8,260,000
7	**SPLD (Primary)**	August to July	15	9,200	138,000	193,200,000
8	**SPLD (Secondary)**	August to July	3	10,200	30,600	42,840,000
9	**SPLD (ASDAN)**	August to July	6	12,500	75,000	105,000,000
					4,649,700	**6,509,580,000**

Exchange Rate 1US$=1400 Kyats

SPLD mean Specific Learning Difficulties.

ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON BRANCH)

School Fees

No.	Description	Duration	Year 3			
			No of Students	School Fee	Total Amount (USD)	Equ : Ks
1	**Nursery**	August to July	15	5,500	82,500	115,500,000
2	**Reception**	August to July	20	6,000	120,000	168,000,000
3	**Level 1**					
	Year 1	August to July	35	6,900	241,500	338,100,000
	Year 2	August to July	35	9,600	336,000	470,400,000
	Year 3	August to July	38	9,600	364,800	510,720,000
	Year 4	August to July	35	9,800	343,000	480,200,000
	Year 5	August to July	38	9,800	372,400	521,360,000
	Year 6	August to July	38	9,800	372,400	521,360,000
4	**Level 2**					
	Year 7	August to July	36	10,600	381,600	534,240,000
	Year 8	August to July	30	10,600	318,000	445,200,000
	Year 9	August to July	40	10,600	424,000	593,600,000
5	**Level 3**					
	Year 10	August to July	40	12,200	488,000	683,200,000
	Year 11	August to July	35	12,200	427,000	597,800,000
	Year 12	August to July	29	13,000	377,000	527,800,000
	Year 13	August to July	18	13,000	234,000	327,600,000
6	**SPLD (Pre School)**	August to July	1	5,900	5,900	8,260,000
7	**SPLD (Primary)**	August to July	20	9,200	184,000	257,600,000
8	**SPLD (Secondary)**	August to July	6	10,200	61,200	85,680,000
9	**SPLD (ASDAN)**	August to July	8	12,500	100,000	140,000,000
					5,233,300	**7,326,620,000**

Exchange Rate 1US$=1400 Kyats

SPLD mean Specific Learning Difficulties.

ETERNAL TECHNICAL SUPPORTING COMPANY LIMITED

MYANMAR INTERNATIONAL SCHOOL YANGON (YANGON BRANCH)

School Fees

No.	Description	Duration	Year 4 to 30			
			No of Students	School Fee	Total Amount (USD)	Equ: Ks
1	**Nursery**	August to July	15	5,500	82,500	115,500,000
2	**Reception**	August to July	20	6,000	120,000	168,000,000
3	**Level 1**					
	Year 1	August to July	35	6,900	241,500	338,100,000
	Year 2	August to July	35	9,600	336,000	470,400,000
	Year 3	August to July	38	9,600	364,800	510,720,000
	Year 4	August to July	35	9,800	343,000	480,200,000
	Year 5	August to July	38	9,800	372,400	521,360,000
	Year 6	August to July	38	9,800	372,400	521,360,000
4	**Level 2**					
	Year 7	August to July	36	10,600	381,600	534,240,000
	Year 8	August to July	30	10,600	318,000	445,200,000
	Year 9	August to July	40	10,600	424,000	593,600,000
5	**Level 3**					
	Year 10	August to July	40	12,200	488,000	683,200,000
	Year 11	August to July	35	12,200	427,000	597,800,000
	Year 12	August to July	29	13,000	377,000	527,800,000
	Year 13	August to July	18	13,000	234,000	327,600,000
6	**SPLD (Pre School)**	August to July	1	5,900	5,900	8,260,000
7	**SPLD (Primary)**	August to July	20	9,200	184,000	257,600,000
8	**SPLD (Secondary)**	August to July	6	10,200	61,200	85,680,000
9	**SPLD (ASDAN)**	August to July	8	12,500	100,000	140,000,000
					5,233,300	7,326,620,000

Exchange Rate 1US$=1400 Kyats

SPLD mean Specific Learning Difficulties.

KANBAWZA BANK

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ACCOUNT NO.	: 05710305701850301 (MMK)
NAME	: ENTERNAL TECHNICAL SUPPORTING CO.,LTD,DAW HTWE HTWE SOE MIN,DAW EI EI ZIN
NRC	: , 12/MAGADA(N)008383, 12/TAMANA(N)079939,
ADDRESS	: NO-24,SEALMYAUNG STR,11 QTR, YANKIN TSP, YANGON DIVISION,01657885-095029999
PHONE	: ,
SETTLEMENT INSTRUCTION ACCOUNT NO.	:
ACCOUNT OPENING DATE	: 15/09/2015
MATRRITY DATE	:
DEPOSIT TENOR	: Month(s)
MONTHLY INSTALLMENT AMOUNT	:

Statement Of Transaction For The Date Between 01/01/2018 and 27/08/2018

Date : 27 August, 2018

Tran Date	Val Date	Description	Debit	Credit	Balance
01/01/2018	01/01/2018	Opening Balance - -			75,099,950.00
12/01/2018	12/01/2018	By Cash - Deposit Cash transaction U YAN NAING HTAY,0978586100 8,TGI-4 - -		3,105,000.00	78,204,950.00
22/01/2018	22/01/2018	By Transfer - A/C Transfer 12230100702509701 - DAW KHINE WUT YEE AUNG,YGN-105,292 - -		6,164,000.00	84,368,950.00
30/01/2018	30/01/2018	By Cash - Deposit Cash transaction uU MYO HTAY,09774333480,T689 - -		7,817,500.00	92,186,450.00
16/02/2018	16/02/2018	To Transfer - CHEQUE TRANSFER 02130106001937801 - 20000001 MA SANDAR HTWE-272 - -	85,000,000.00		7,186,450.00
06/03/2018	06/03/2018	By Transfer - Internal account Transfer - - -		1,000,000.00	8,186,450.00
07/03/2018	07/03/2018	By Transfer - Internal account Transfer - - -		1,000,000.00	9,186,450.00
08/03/2018	08/03/2018	By Transfer - Internal account Transfer - - -		1,000,000.00	10,186,450.00
13/03/2018	13/03/2018	By Transfer - Internal account Transfer - - -		1,000,000.00	11,186,450.00
16/03/2018	16/03/2018	By Transfer - Internal account Transfer - - -		1,000,000.00	12,186,450.00
26/03/2018	26/03/2018	By Transfer - Internal account Transfer - - -		1,000,000.00	13,186,450.00
02/04/2018	02/04/2018	By Transfer - Internal account Transfer - - -		1,000,000.00	14,186,450.00
03/04/2018	03/04/2018	By Transfer - Internal account Transfer - - -		1,000,000.00	15,186,450.00
09/05/2018	09/05/2018	By Transfer - Internal account Transfer - - -		1,000,000.00	16,186,450.00
10/05/2018	10/05/2018	By Transfer - Internal account Transfer - - -		564,100.00	16,750,550.00
07/08/2018	07/08/2018	By Transfer - Internal account Transfer - - -		5,000,000.00	21,750,550.00
07/08/2018	07/08/2018	By Transfer - Internal account Transfer - - -		1,610,500.00	23,361,050.00
20/08/2018	20/08/2018	By Cash - Deposit Cash transaction KHAING PWINT WAI ,262,09657885 - -		15,000,000.00	38,361,050.00
21/08/2018	21/08/2018	By Cash - Deposit Cash transaction 370,KHAING PWINT WAI - -		25,000,000.00	63,361,050.00
24/08/2018	24/08/2018	To Transfer - A/C Transfer - - - PAYROLL TRANSFER	30,812,400.00		32,548,650.00
24/08/2018	24/08/2018	To Transfer - COMMISSION - - -	17,200.00		32,531,450.00
27/08/2018	27/08/2018	Closing Balance			32,531,450.00

No. of Debit	: 3	Debit Total	115,829,600.00	
No. of Credit	: 17	Credit Total		73,261,100.00

Thank You For Banking With

Please report any discrepancies found on your statement immediately.

Without Reversal

KANBAWZA BANK

ACCOUNT NO.	: 05710905701850301 (USD)
NAME	: ENTERNAL TECHNICAL SUPPORTING CO.,LTD,DAW HTWE HTWE SOE MIN,DAW EI EI ZIN
NRC	: , 12/MAGADA(N)008383, 12/TAMANA(N)079939,
ADDRESS	: NO-24,SEALMYAUNG STR,11 QTR, YANKIN TSP, YANGON DIVISION,01657885-095029999
PHONE	: ,
SETTLEMENT INSTRUCTION ACCOUNT NO.	:
ACCOUNT OPENING DATE	: 15/09/2015
MATRRITY DATE	:
DEPOSIT TENOR	: Month(s)
MONTHLY INSTALLMENT AMOUNT	:

Statement Of Transaction For The Date Between 01/01/2018 and 27/08/2018

Date : 27 August, 2018

Tran Date	Val Date	Description	Debit	Credit	Balance
01/01/2018	01/01/2018	Opening Balance - -			5,089.70
27/08/2018	27/08/2018	Closing Balance			5,089.70

No. of Debit	: 0	Debit Total	0.00
No. of Credit	: 0	Credit Total	0.00

Thank You For Banking With

Please report any discrepancies found on your statement immediately.

N.B – Statement will not be sent unless there is a change of transaction.

Asst: / DY Manager

Without Reversal

Eternal Technical Supporting Co., Ltd.
No. 24, Sae Myaung Street, 11th Quarter, Yankin Township, Yangon.
telephone: 01-657885, 657886, 657887, 09-5005555, 09-5504139
e-mail: misy@misyedu.org
website: www.misyedu.com

ဝန်ထမ်းသက်သာချောင်ချိရေးအစီအစဉ်

၁။ ဝန်ထမ်းများ၏ အလုပ်လုပ်ချိန်ကို မြန်မာနိုင်ငံအလုပ်သမားများညွှန်ကြားမှု ဦးစီးဌာနကတရားဝင်ပြဌာန်းထားသည့် တစ်နေ့အလုပ်ချိန် (၈)နာရီ အတိုင်းသတ်မှတ်ထားပါသည်။

၂။ ဝန်ထမ်းများအား အချိန်ပိုအသုံးပြုရန်လိုအပ်ပါကမြန်မာနိုင်ငံအလုပ်သမားများညွှန်ကြားမှုဦးစီးဌာနကတရားဝင်ပြဌာန်းထားသည့် အချိန်ပိုအချိန်များထက် မပိုစေဘဲအသုံးပြုမည်ဖြစ်ပါသည်။

၃။ ဝန်ထမ်းများ၏ လစာကို ကာလပေါက်ဈေးနှုန်းအတိုင်းတွက်ချက်၍ ပေးသွားမည်ဖြစ်ပါသည်။

၄။ ဝန်ထမ်းများ၏ အချိန်ပိုကြေးကိုလည်း မြန်မာနိုင်ငံအလုပ်သမားညွှန်ကြားမှုဦးစီးဌာနကတရားဝင်ပြဌာန်းထားသည့် တွက်ချက်နည်းများထက်မနည်းစေရဘဲပေးသွားမည်ဖြစ်ပါသည်။

၅။ ဝန်ထမ်းများအတွက် စားသောက်ခန်းများ၊ နားနေခန်းများကိုလည်း သီးသန့်ထားရှိပေးမည်ဖြစ်ပါသည်။

၆။ ဝန်ထမ်းများအပန်းပြေစေရန် နှစ်စဉ်ကုမ္ပဏီမှ အပျော်ခရီးများစဉ်များကို ကုမ္ပဏီကိုယ်ပိုင်ငွေဖြင့် စီစဉ်ဆောင်ရွက်ပေးမည်ဖြစ်ပါသည်။

၇။ ကုမ္ပဏီအကျိုးအမြတ်ပေါ်မူတည်၍ ဝန်ထမ်းများအား နှစ်စဉ်ဆုကြေးငွေများပေးသွားမည် ဖြစ်ပါသည်။

၈။ ဝန်ထမ်းမိသားစုများ၏ သာရေး၊ နာရေး၊ ကျန်းမာရေး၊ ပညာရေးကိစ္စများကို ကူညီပံ့ပိုးနိုင်ရန် ကုမ္ပဏီတွင်ရန်ပုံငွေတစ်ခုထားရှိဆောင်ရွက်ထားမည်ဖြစ်ပါသည်။

၉။ ဝန်ထမ်းများအား လုပ်ငန်းကျွမ်းကျင်စေရန်အတွက်လည်းကောင်း၊ အကြားအမြင်ဗဟုသုတများ ရရှိစေရန် ပြည်တွင်း၌လည်းကောင်း၊ ပြည်ပသို့လည်းကောင်း Training အဖြစ်သွားရောက်သင်ကြားနိုင်ရန်စေလွှတ်မည်ဖြစ်ပါသည်။

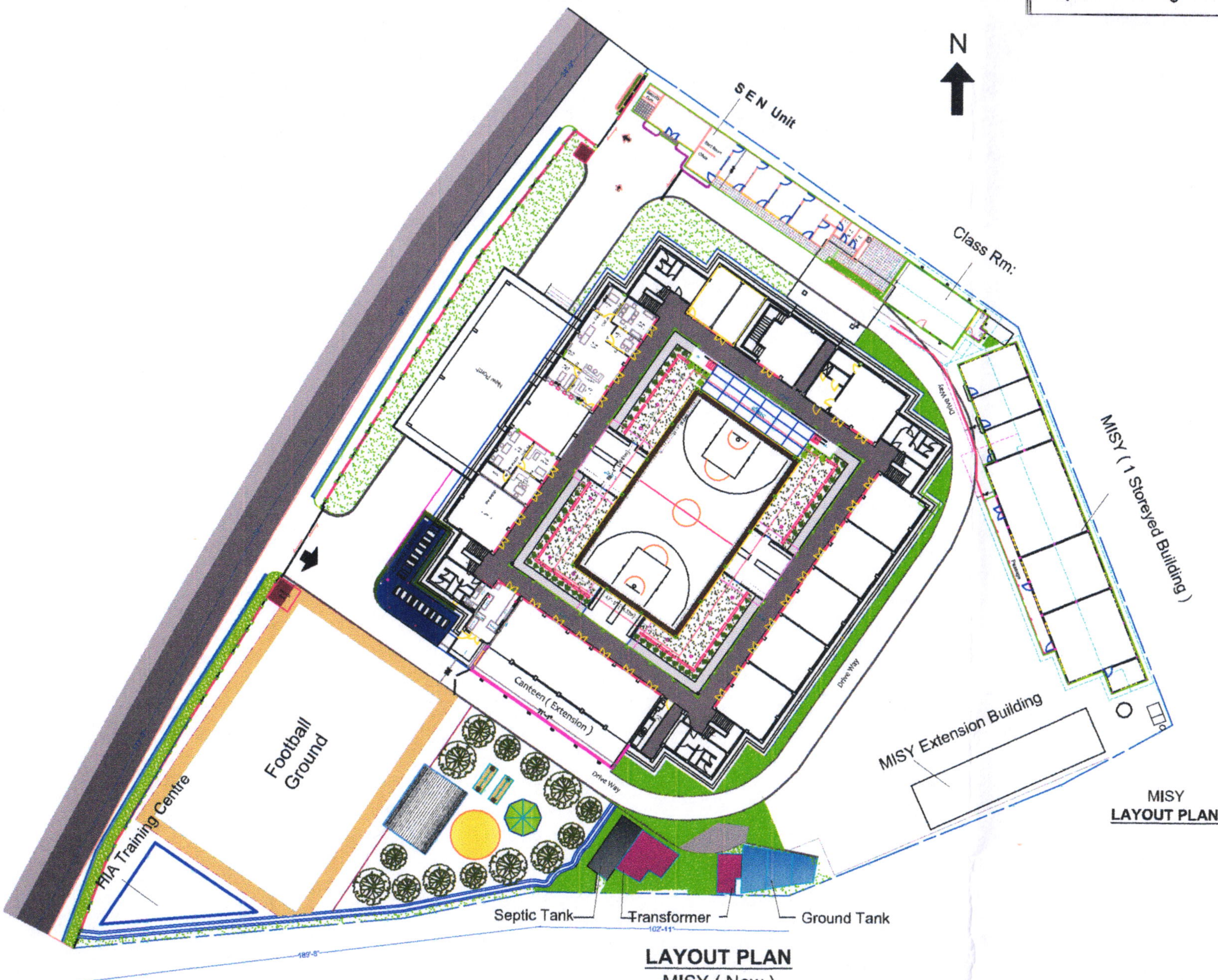
၁၀။ ဝန်ထမ်းများ၏ ကျန်းမာရေးအတွက်လည်း လိုအပ်သလို ကူညီပံ့ပိုးပေးသွားမည်ဖြစ်ပါသည်။

လေးစားစွာဖြင့်

(signature)

U Htin Kyaw
Director
Eternal Technical Supporting Co., Ltd.

နောက်ဆက်တွဲဇယား – ၁၀



LAYOUT PLAN

MISY (New)

PERSONAL INFORMATION

Sergio Barbosa

13E St. John Street, Lichfield, Ws13 6NU, UK

07401927958

sergio7713@gmail.com

Sex Male | Nationality Portuguese

JOB APPLIED FOR POSITION PREFERRED JOB STUDIES APPLIED FOR

PE Teacher

WORK EXPERIENCE

08/02/2016 – Present

Physical Education Teacher
The Bridge Centre
Wissage Rd, Lichfield WS13 6SW

Telf. 01543 255872
suekulas@yahoo.co.uk

- P.E. lessons (KS3 and KS4) and Duke of Edinburgh's Award Manager/Leader

07/01/2016 – 05/02/2016

Swimming Teacher (volunteer work)
Friary Grange Leisure Centre
Eastern Avenue, Lichfield, Staffordshire, WS13 7SQ

Telf. 01543 308842
friary.grange@lichfielddc.gov.uk

- Swimming lessons

04/11/2015 – 05/02/2017

Bootcamp Instructor
Freedom Bootcamps
The Plant Pot, Weston Bypass, Stafford RD, Lichfield, WS13 8JA

Telf. 07976525685
heidibrooks@live.com

- Functional circuit training.

27/11/2015 – 05/02/2016

Physical Education Teacher (volunteer work)

The Friary School - an Arts and Sports College
Eastern Avenue, Lichfield, Staffordshire WS13 7EW

Telf. 01543 267 400 – Fax: 01543 267 499
andy.millward@friaryschool.com

- Physical Education lessons (KS3 and KS4)

06/11/2015 – 05/02/2016

Physical Education Teacher (volunteer work)
Five Spires Academy
Cherry Orchard, Lichfield WS14 9AN

Telf. 01543223680
head@fivespiresacademy.co.uk

- Physical Education lessons (Reception)

04/11/2015 – 05/02/2016

Physical Education Teacher (volunteer work)
Chadsmead Primary Academy
Friday Acre, Lichfield, Staffordshire WS13 7HJ

Telf. 01543 421850 – Fax: 01543 421859
www.cm-marcadmin1@chadsmead.staffs.sch.uk

- Physical Education lessons (KS1 and KS2)

30/12/2011 - 30/07/2015

Swimming Teacher
Câmara Municipal de Marco de Canaveses (Public swimming pool)
Largo Sacadura Cabral, 4630-219 Marco de Canaveses - **Portugal**

Telf. 00351 255 538 800 - Fax: 255 538 899
www.cm-marco-canaveses.pt

- **Teacher of water Activities** (swimming, water aerobics, aichi and water therapy).

29/12/2008 – 29/12/2011

Sports Senior Teacher
Câmara Municipal de Marco de Canaveses (Public swimming pool)
Largo Sacadura Cabral, 4630-219 Marco de Canaveses - **Portugal**

Telf. 00351 255 538 800 - Fax: 255 538 899
www.cm-marco-canaveses.pt

- **Teacher of water Activities** (swimming, water aerobics, Aichi and water therapy).

01/10/2007 – 10/12/2008

Physical Education Teacher

Câmara Municipal de Marco de Canaveses (3 Primary Schools of this Council)
Largo Sacadura Cabral, 4630-219 Marco de Canaveses - Portugal

Telf. 00351 255 538 800 - Fax: 255 538 899
www.cm-marco-canaveses.pt

- Physical Education lessons specializing in children aged 5 to 10.

01/10/2007 – 10/12/2008

Coordinator/Teacher of Water Activities
Convento de Alpendurada HOTEL SPA (swimming pool)
Avenida de São Bento 9, 4575-064 Alpendurada e Matos

Tel/ Fax: +351 255 611 371
geral@conventoalpendurada.com

- Coordinator/Teacher of water Activities (swimming, water aerobics, Aichi and water therapy).

17/02/2014 – 30/07/2015

Physical Education Teacher for elderly people
Associação de Desenvolvimento de S. Mamede de Canelas
Igreja, 4575-168 Canelas - Portugal

Tel/ Fax: +351 255 617060
a.d.s.m.c@sapo.pt

- Yoga, Bocia, tradicional dancing, chair based exercise.

2004 – 30/07/2015

Coordinator and Handball Coach
Associação Recreativa e Cultural de Alpendorada (A.R.C.A.)
Estrada de Ventuzelas, nº.519 4575-063 Alpendorada - Portugal

Tel/ Fax: +351 936 306 304
arcaalpendorada@sapo.pt

- Catchment and coaching specializing in children aged 5 to 16.

28/10/2005 – 31/08/2006

Primary Teacher
Agrupamento de Lustosa - Lousada Norte EB1 de Bairral
Rua do Jogo da Bola nº 470 4620-460 Nogueira - Lousada - Portugal

Tel/ Fax: +351 255 820030/ 255 820039
geral@aelousadanorte.pt

- Primary lessons (KS 2).

21/12/2004 - 31/08/2005

Primary Teacher (SEN)
Agrupamento de escolas de Cinfães
Rua Capitão Salgueiro Maia 4690- 047 Cinfães - Portugal

Tel/ Fax: +351 255 560100/255 560109
geral@aecinfaes.pt

- Special Education Needs Teacher (KS1 and KS2).

12/11/2003 - 31/08/2004

Physical Education Teacher

Agrupamento de Escolas de Valongo do Vouga
3750-808 Arrancada do Vouga - Portugal

Tel/ Fax: +351 234 645337/234 646298
direcao@aevalongodovouga.pt

- Class director, school sports coordinator, acrobat gymnastics coach , handball coach and special education needs teacher. Physical education lessons(KS3).

2003 – 2004

Physical Education Teacher

Junta de Freguesia de Alpendurada
Avenida de S. João n. 892, 4575-029 Alpendurada - Portugal

Tel/ Fax: +351 255 619189/255 619501
arcaalpendorada@sapo.pt

- Physical Education lessons (Reception).

2003 – 30/07/2015

Physical Education Teacher for elderly people

Centro Social e Paroquial da Vila de Alpendurada
Memorial n. 68, 4575-032 Alpendurada - Portugal

Tel/ Fax: +351 255 611187
cspv-alpendorada@sapo.pt

- Yoga, Bocia, tradicional dancing, chair based exercise.

2003 – 30/07/2015

Physical Education Teacher

Junta de Freguesia de Ariz Bem Viver
Rua Feira Nova n. 370, 4625-003 Ariz - Portugal

Tel/ Fax: +351 936 306 304
arcaalpendorada@sapo.pt

- Physical Education lessons (Reception).

EDUCATION AND TRAINING

29/09/2017

Team–Teach course in the reduction of risk, restraint and restriction.

Awarded by:

- Team–Teach.

15/03/2017
Duke of Edinburgh's Award Manager
Awarded by:
- DOFE.

13/02/2017
Behaviour Management
Awarded by:
- Pivotal Education.

07/10/2016
FAA Level 2 Award in emergency first aid at work
Awarded by:
- NUCO training.

07/09/2016
Level 1 Safeguarding
Awarded by:
- Insight HR.

20/10/2015
STA Level 1 Award in Pool Emergency Procedures
Awarded by:
- Safety Training Awards.

14/12/2013 - 15/03/2014
Functional Training for Personal Trainers Certification
CEFAD - Formação Profissional, Lda.
- Functional training application in training methodology.

07/03/2009 - 30/05/2009
Adapted Swimming & Aquatic Rehabilitation Certification
CEFAD - Formação Profissional, Lda.
- Swimming lessons for people with special needs and aquatic rehabilitation.

27/01/2007 - 22/09/2007
Aquatic Activities and Water Aerobics Certification
CEFAD - Formação Profissional, Lda.
- Water Aerobics, Freestyle, backstroke, breaststroke, butterfly and baby swimming lessons.

1997 - 2003
Physical Education Teacher Degree (certified by UK NARIC)
ESE Jean Piaget – Arcozelo
- Course for Teachers of Middle School, specializing in Physical Education.

2007 - 2008
Handball Coach Certification - Level 2
Associação de Andebol do Porto
- Coaching.

24/09/1999 - 20/11/1999
Athletics Coach Certification - Level 1
Associação de Atletismo do Porto
- Coaching.

08/10/2010 – 10/10/2010
9th Convention Mundo Hidro – "Começar, Recriar, Diversificar"
Mundo Hidro (Portugal)
- Management, Organization and Planning
- Swimming for adults in the fitness context
- Water Aerobics for pregnant women
- Masters

14/02/2008
First Aid Training

Câmara Municipal do Marco de Canaveses e Medimarco – Serviços Médicos, Lda.

23/11/2007 – 25/11/2007

Fitness for Elderly People
8ª Fitness Iberian Convention - Sport Zone

12/10/2007 – 14/10/2007

6th Convention Mundo Hidro – "Potencializar experiências"
Mundo Hidro (Portugal)

- Ai-Chi Certification
- How to organize a swimming pool
- Localized Laboratory II
- Aqua Pilates
- Ai-Chi-Ni
- 17 Master classes of water aerobics

13/07/2007

Management of Indoor Sport Places
CEFAD – Formação Profissional, Lda

- Seminar "Management of Gyms, Health Clubs and Swimming Pools"

02/03/2007

Fitness for Elderly People
Penafiel Activa, E.M.

- Training Course "Physical activity and the elderly: principles and basic rules"

08/05/2006 – 03/07/2006

The use of ICT in the teaching and learning
Centro de Formação da Associação de Escolas de Lousada

- Training Course "The use of ICT in the teaching and learning "

05/09/2005 – 27/09/2005

Autistic Spectrum Syndrome - Educational Intervention
DREN

- Training Course "Autistic Spectrum Syndrome - Educational Intervention"

PERSONAL SKILLS

Mother tongue(s): Portuguese

Other language(s):

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C1	C1	C1	C1	C1
French	A2	B2	A2	A2	B1

Communication skills
- Good communication skills gained in Portuguese Schools and in United kingdom

Organisational / managerial skills
- Leadership (responsible for 300 students of all ages)

Computer skills
- Good command of Microsoft Office™ tools

Driving licence
- B

ADDITIONAL INFORMATION

Honours and awards

- Coach of the winning team for the Portuguese Feminine Handball Championship (2013 - 2014) .

ANNEXES

- copies of degrees and qualifications;
- testimonial of employment or work placement;

JACOB WHITFIELD-JONES

TEACHER, COACH, PASTORAL MANAGER



CONTACT

+447834405649
J.whitifieldjones@yahoo.co.uk
Skype: j.whitfieldjones
TWITTER: @jjpshe
LONDON, UK

EDUCATION

LIVERPOOL JOHN MOORES UNIVERSITY

Sep 2010 – July 2011

PGCE Secondary Physical Education

Sep 2007 – May 2010

BSc (Hons) Sports Science (Psychology) First Class Degree

EAST DURHAM AND HOUGHALL COMMUNITY COLLEGE, DURHAM

Sep 2004 – June 2006

BTEC National Diploma in Sports Performance and Excellence DDM

CAREER PROGRESSION & ACCOMPLISHMENTS

THE CUMBERLAND SCHOOL.
NEWHAM BOROUGH, MIXED INCLUSIVE SCHOOL WITH 1500 PUPILS

ASSISTANT YEAR COORDINATOR, MAY 2017 – PRESENT

Pastoral and pupil support.
Tracking pupil progress, attendance and punctuality data and supporting follow up and intervention.
Communicating and meeting with staff, parents and carers and outside agencies.
Supporting Head of Year in the consistency of pupil rewards and awards.
Involvement in ensuring safeguarding children procedures operate effectively in the Year Teams.

PE TEACHER, JULY 2011 – PRESENT

Organising Sports day annually for 1500 pupils and 300 staff.
Organising and leading expeditions for pupils taking their Duke of Edinburgh Award.
Running extracurricular activities for pupils including managing the boy's Rugby team and girls Football team.
GCSE results above national average BTEC results above national average.
Ofsted rated outstanding lesson observation, internal observations graded outstanding consistently.
Organising Sport workshops for staff and parents.
Facilitating and encouraging a learning experience which provides pupils with the opportunity to
achieve their individual potential. Including activates such as "*Every child's a sports person*".
Being a role model for pupils, inspiring them to be actively interested in PE, gaining pupil's aspirations for lifelong learning and a health active lifestyle.
Leading, monitoring and evaluating the assessment and feedback to pupils.
Maintaining discipline in accordance with the school procedures, and encouraging good practice with regard to punctuality, behaviour, standards of work, homework and achievement against targets.

CPD SESSIONS

Quality PSHE Provision,
Coaching,
Safeguarding,
CEIAG Pupil Premium,
TEEP,
Constructing Meaning,
Behaviour for Learning,
Show my homework,
Written Feedback,
Pastoral,
Literacy,
EAL,
Sharing Practice,
Resilience,
Diversity,
Achievement for All,
Self Review,
Philosophy for Children,
Decoding texts,
Written Feedback,
KS4 Syllabus,
Models of assessment,
Differentiation for EAL,
Expert teaching,
Numeracy,
Engaging WBRI learners,
Differentiation for SEND,
Using GCSEpod Effectively,
Managing stress/workload,
Coaching,
Revision planning,
Enhancing effectiveness of AOTTs,
Promoting SMSC as a form tutor,
Safeguarding,
Lesson Monitoring,
Needs analysis,
Outstanding PE – Raising the bar in GCSE to achieve A/A* grades,

CAREER PROGRESSION & ACCOMPLISHMENTS

THE CUMBERLAND SCHOOL.

NEWHAM BOROUGH, MIXED INCLUSIVE SCHOOL WITH 1500 PUPILS

STAFF WELLBEING COORDINATOR - OCT 2017- PRESENT

Responsible for wellbeing of 100 teachers and 200 support staff.
Coordinating and facilitating wellbeing events and team building activities.
Facilitating Yoga, meditation, healthy eating, healthy mind workshops for teachers and support staff.

KS3 PSHE (PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION) WHOLE SCHOOL ASSEMBLIES COORDINATOR, SEP 2016 – JULY 2017

Strategic leadership for the development and management of PSHE throughout the school.
Providing, monitoring and evaluating the use of resources related to PSHE.
Having an overview of and contributing to the planning and delivery of continuous professional development and training related to PSHE.
Providing training to other staff where requirements were identified.
Developing strategies for the use of PSHE to promote new teaching methods and improve learning throughout the school and monitor effectiveness in raising standards of teaching and learning.
Arranging and promoting PSHE curriculum activities within the school and the wider community.
Organising opportunities for working with parents and third parties such as Head Start.
Organising the assembly calendar and leading regular assemblies to promote SMSC and British Values.
Leading evaluation strategies to contribute to overall school self-evaluation, monitoring and evaluating pupil progress and achievement against targets.

WWW.ACTIVATECAMPS.CO.UK

LEADING PROVIDER OF ACTIVE AND INSPIRING CHILDCARE ACROSS THE UK

CAMP MANAGER, 2015 – PRESENT

Part time role during school holidays at various locations.
Overseeing the general running of the multi-sport activity camp, including dealing with coaches, parents and children.
Organising each day and ensuring all administrational duties were complete and up to date in line with Activate an OFSTED regulations.
Creating fun and educational sport sessions that the group learnt and developed through.

CPD SESSIONS

Language for Learning,
Educational Visits,
KS4 differentiation,
SISRA,
OFSTED lesson observation,
Solidifying good lessons,
Wellbeing,
Questioning and AFL,
Doddle,
Microsoft Office,
Using Assessment to inform Planning,
Role of form tutor,
SMART boards,
Colourful Semantics,
Outstanding lesson,
Written Feedback,
Independent learning,
Planning for success,
Learning objectives,
AFL Starters and plenaries,
Questioning,
BESCD in mainstream,
Marking,
Dyslexia,
Emergency life support,
Gifted and talented,
Active Learning,
A-A* strategies,
Independent learning,
Evaluate progress using data,
Grammar for writing Spelling,
Progress over time,
Academic writing,
Punctuation,
Teaching EAL,
Oracy,
Effective group work.

CAREER PROGRESSION & ACCOMPLISHMENTS

UK CHARITY ORGANISATIONS

VOLUNTEER, SEP 2015 – PRESENT

Working closely with young people and families to build relationships.
Supervising outdoor and adventurous activities such as Kayaking, High Ropes, Hiking.
Running physical activity sessions for young people and adults including Dodgeball, Football and Yoga.
Running team building sessions for young people and adults.
Ensuring safeguarding and wellbeing of all people present.
Delivering workshops to parents on key issues.
Running evening activities including circle time and mindfulness.

CAMP HALF MOON, USA

WWW.CAMPHALFMOON.COM

CAMP LEADER, JUNE 2009 – AUGUST 2009

Summer job teaching Basketball, Tennis and High Ropes at American summer camp for ages 4 – 17 years.
Residential camp counselor.

SOUTH OXFORDSHIRE DISTRICT COUNCIL

WWW.SOUTHOXON.GOV.UK

TENNIS COACH, JUNE 2004 – AUGUST 2008

Coaching intermediate – advanced tennis throughout intensive summer camps for ages 5 – 15 years.

OXFORD HARLEQUINS RFC SEPTEMBER

WWW.OXFORDHARLEQUINS.CO.UK

RUGBY COACH, 2002 – JUNE 2004

Coaching various ability Rugby throughout inten sive summer camps for ages 5 – 15 years.

Bhat Gokul G.

Permanent Address
'Srinivas', Kadri Kambla Road
Bhattagudda, Mundan, Bejai
Mangalore - 575 004
Karnataka, India
☎ +91-99862 - 81694
☎ +95-950-915-91(Myanmar)
e-Mail: bhatgokulg@gmail.com



RESUME

EXPERIENCE IN THE FIELD OF EDUCATION

- **Myanmar International School Yangon, Myanmar** — **Since 2010**
  Position of Responsibility: Examinations Officer for Cambridge examinations.
  Teaching responsibilities
  1. Business Studies & Economics at IGCSE & AS/A Level.
  2. Social Studies to Y9 students at KS3.

- **International Pioneers School, Bangkok, Thailand** — **2007 – 2010**
  Position of Responsibility: Head of Department, Faculty of Humanities & Business
  Teaching responsibilities
  1. Business Studies & Economics at IGCSE.
  2. Social Studies in Middle School.

- **Modern International School, Bangkok** — **2005 – 2007**
  Position of responsibility: Head of Department, Faculty of Humanities & Business
  Teaching responsibilities
  1. Business Studies & Economics at IGCSE.
  2. Social Studies in Middle School.

- **S.V.S. English School**, Bantwal, India — **1995 – 1997**
  Position of responsibility: Supervisor & Chief Administrator, [Reporting to the Management]
  Teaching responsibilities
  1. Economics to Middle & High School

- **St. Margaret's School, Seria,** Brunei — **1979 – 1986**
  Teaching responsibilities
  1. GCE 'O' level Commercial Studies & Economics.
  2. Middle School elementary Book-keeping, Geography & English.

As school Supervisor / Chief Administrator

- Taught Economics to students at the Secondary Level.
- Introduced and modified systems to ensure that students learnt the art of reference and studied appropriately to succeed at the external exams. *(Teachers were encouraged to facilitate learning).*
- Formulated rules and regulation for staff & students.
- Liaisoned between parents and management.
- Liaisoned between management and State Education Department.
- Introduced new methodologies in teaching (referencing, use of the internet and technology).
- Encouraged students to successfully participate in extra-curricular activities
- Encouraged students to successfully participate in interschool competitions.
- Encouraged regular reading of library books.
- Organized regular Field Trips for students.
- Accompanied students on outstation educational tours.
- Organized Seminars and discussions on relevant topics for High School Students.
- Encouraged a variety of Hobby Clubs at all levels.
- Introduced the House system in the school.
- Set up the Students' Council.
- Encouraged and motivated students to participate in District level sports and Games.
- Conducted regular District level Scout camps.
- Conducted regular Parent Teacher meetings to appraise parents on the general functioning of the school and to discuss the performance of their wards.
- Conducted personality development, leadership and motivational programs for student and teachers.
- Compiled the School Timetables at all levels (Primary & Secondary).
- Oversaw the organization of the events and items in connection with the Annual School Day.
- Compiled Annual Reports and presented the same during the Annual School Day.

Extra-curricular Activities conducted in capacity of teacher

- Organizer and Coach for Debating & Dramatics Club, Brunei.
- Twice led an expedition of 21 Students (Under 17 years) to Low's Peak, Mt. Kinabalu, Sabah, East Malaysia.
- Manager & Coach of the School's Volleyball Teams (Boys & Girls).
- Chief Convener for the All-Schools' Town Cleaning campaign in Brunei.
- Chief Organizer for the Mini Expo and Fun Fair for the District Scout Association, in Brunei Darussalam.
- School safety officer.

Participation in major camps & rallies in the Scout Movement

- National Jamboree in New Delhi, India in 1974
- 1st National Scouts Jamboree in Brunei in 1985.
- 25th Asia-Pacific Regional Jamboree in Sathahip, Thailand 2005.

Positions held in the Scout Movement

- Advanced trained Scout Unit Leader, India and Thailand.
- Asst. Commissioner - Development of Scouting Activity among International_Schools *(National Scouts Organization of Thailand).*
- Asst. District Commissioner, South Kanara, Karnataka, India.
- Scout Local Association Secretary Mangalore City, Karnataka, India.
- Committee Member of the Belait District Scouters' Council, Seria, Brunei.
- Belait District Association, Scout Secretary, Brunei

OTHER PROFESSIONAL WORK EXPERIENCE HIGHLIGHTS

- Freelance Training in Behavioral & Soft skills — 2004 - 2005

- Endevor 2000 Inc, Denver, Colorado, USA — 2002 - 2003
  Offshore Operations Manager (India) - Medical Transcriptions Services

- Zen Data Services, Chennai, India — 2000 - 2001
  General Manager – Data Digitisation Services

- Nittany Decision Services, Chennai, India — 1997 - 1999
  Assistant Manager - Corporate Services

- General Manager, Goya Enterprises, Mangalore, India — 1987 - 1995

Education Qualification

- 1975 – ISCE (Senior Cambridge 'O' Level examination), Brindavan Public School, Wellington, Nilgiris, India.
- 1979 - BA, (Econ) D.G. Vaishnav College, Madras University, Chennai, India.
- 1997 - B. Ed., Bharathiyar University, Coimbatore, Tamilnadu, India.

Personal

- **Languages Spoken:** Fluency in English, Bahasa Melayu, Hindi.
- **Date of Birth:** 26th August, 1959.
- **Place of Birth:** Seria, Brunei Darussalam.

David Mark Wakefield FRGS

Personal & Contact Details



Date of birth	January 15th 1960	Marital status	Married
Nationality	English	Tel. (mobile)	+66(0)811070528
Email	davidmwakefield@icloud.com	Skype	david.wakefield7
Home Address	185 Sunshine Mountain Vista, Soi Mon Mai, Moo 7 Hin Lek Fai Hua Hin Prachuap Kiri Khan 77110 Thailand		

Professional Profile

An experienced and innovative international educator with a firm understanding of a range of different curricula from various countries / organisations ranging from early years to pre-university courses. He also has substantial experience of school start up operations and of the inspection and accreditation systems associated with organisations such as CIE, IBO, CIS and IPC.

Educational Details

University of Leicester, England

MSc in Educational Leadership - ongoing

University of Zimbabwe / Zimbabwe Ministry of Education

Qualified Graduate Teacher status (1986)

University of Plymouth, South Devon, England

BSc Honours degree (2:1) in Geography (1982)

Tabor High School, Braintree, Essex, England

A levels (1978)	English Literature, Geography, Sociology
A/O level (1977)	Applicable Maths
O levels (1976)	English Language, English Literature, French, Geography, German, Maths, Physics, Sociology
CSE (1976)	French

Employment Details

Southern International School Hatyai, Thailand. April 2015 - January 2016.

Interim Principal. Responsible for ensuring as smooth a transition as possible from a failed school (Songkhla International School) to a new school (Southern International School Hatyai) under new ownership.

Tenby International School Setia Eco Gardens, Johor, Malaysia. May 2012 – April 2014.

Principal. Responsible for the set up and opening of this brand new school catering from Early Years - Key Stage 4, including becoming registered IPC and CIE centres.

Charter International School, Bangkok, Thailand. July 2006 – August 2011.

Head Teacher. Led the school through the opening of the latter part of Key Stage 2 and then Key Stages 3 and 4. Led the school through membership of, and then accreditation by, CIS, WASC and ONESQA. The school also became a registered CIE centre and member of the BCCT (British Chamber of Commerce Thailand). At various times I taught Geography, ICT and PE.

British International School, Phuket, Thailand. August 2005 – June 2006.

Head of Secondary. Taught Geography up to IB higher level. Coach to the girls football team.

Saint John's International School, Bangkok, Thailand. April 1999 – July 2005.

Head of Secondary. Responsible for the opening of Key Stage 4 and ensuring the school became a registered CIE centre. Organised the annual FOBISSEA Senior Managers Conference in Bangkok in October 2004. At various times I taught English, Geography, ICT, Literacy and Study Support. Football coach to the boys junior and senior teams; coached the girls junior varsity team to the 2004 BISAC Championship.

Worldaware, London, England. March 1997 – March 1999.

Publications Associate. Covered a variety of editorial and authoring tasks, including production of the award winning *Global Eye* magazine and development of the Worldaware web site.

Chelmsford College of Further Education, Essex, England. January 1997 – March 1997.

Lecturer in A level Geography.

January 1995 – Present.

Freelance author, consultant, editor and advisor, (more information is available on request).

July 1994 – December 1994.

Travelling in South Africa and Zimbabwe.

Doha College, Doha, Qatar. September 1991 – June 1994.

Head of Geography. Taught up to A level, also taught senior PE classes. Established a sixth form service programme. Also worked for one year as a Publicity Officer for the college.

Bahrain School, Bahrain. September 1989 – June 1991.

Taught Geography to GCSE and IB higher levels, also taught Social Studies and English to Junior High classes. Football coach to the boys junior and senior teams, joint athletics coach.

Chelmsford College of Further Education, Essex, England. September 1988 – July 1989.

Lecturer in GCSE Environmental Studies and A level Geography.

Washington International School, Washington DC, USA. September 1987 – June 1988.

Taught Geography to IB higher level. Football coach to boys and girls teams, boys tennis coach.

Tabor High School, Braintree, Essex, England. April 1987 – July 1987.

Supply teacher.

Mount Pleasant High School, Harare, Zimbabwe. January 1984 – December 1986.

Taught Geography up to A level. Joint organiser and leader of sixth form geography expeditions to the Eastern Highlands of Zimbabwe. ZJC (Zimbabwe Junior Certificate) examiner for two years. Housemaster for two years. Member of the staff committee for two years (one as chairman). Master in charge of athletics, cross-country, football and girls tennis, also coached boys tennis.

July 1982 – December 1983.

Various casual jobs.

Public Record Office, Chancery Lane, London, England. August 1978 – June 1979.

General clerical duties. Compiled an index for a PRO publication about Portuguese state papers.

Miscellaneous Details

University of Plymouth, Drake Circus, Plymouth, Devon, England

Student representative on the Geography Course Committee. Captain of university football team for two years.

Other

Keen football player and coach having played at semi-professional levels in England, Zimbabwe and the USA, and in expatriate/international leagues in Bahrain, Qatar and Thailand. I enjoy running, cycling and generally trying to keep fit; travel, reading (especially thrillers, biographies, autobiographies and travel books), listening to music and cooking. I also enjoy my occasional work writing/editing materials for UK publishers.

Other Awards & Qualifications

- Fellow of the Royal Geographical Society (with the Institute of British Geographers) since July 1989.
- Member of the Geographical Association since August 1996.
- English Football Association qualified coach.
- Qualified track judge with the Mashonaland Amateur Athletic Board of Zimbabwe, (IAAF affiliated).
- Successful completion of an *ESL in the Mainstream* course (Government of South Australia).
- First aid and CPR trained. (September 2004.)
- Completed two modules of the *Cambridge Skills Award in IT* (University of Cambridge).
- Successful completion of an *Editorial Skills* course (Chapterhouse).
- Successful completion of a *Planning Your Business* course (Essex Business Centre).

Major Professional Development

Feb 2015: Inclusive Leadership Training: Becoming a Successful Leader - Catalyst/edX.
June 2013: Leadership for the 21st Century – Peter Derby-Crook.
Mar 2011: BCCT - CEOP Corporate Child Protection Workshop.
Oct 2010: ICPN Safeguarding Children Training – CEOP.
May 2010: CIS Team Visit Accreditation Workshop (7th edition) – Peter Gittins.
March 2010: Child Exploitation: South East Asia Regional Workshop (by invitation only) – CEOP (UK Child Exploitation and Online Protection Centre).
Feb 2007: School Review and Self Evaluation – Andy Phillips.
Feb 2005: Curriculum Structure and Timetabling – Mervyn Wakefield.
Feb 2005: Multiple Intelligences, Learning Styles, Leadership & Ethics – Dr Howard Gardner.
Oct 2004: Managing National Schools in an International Context – Professor Jeff Thompson.
Oct 2003: Improving the Quality of Learning – Professor John West-Burnham.
Nov 2002: A Whole School Approach to Tracking Students – Professor Peter Tymms.
Oct 2000: Performance Management – Lois Furness.
Feb 2000: Monitoring and Evaluation and School Improvement and Self Evaluation - Tim Feast.



Andrew Bunt
Carrera 14 # 151-67
Casa 8
Bogotá
Colombia
Telephone: 0057 3103000968
Email: ajbunt@yahoo.com

Personal Information

Current position:	Deputy Head of Secondary
Nationality:	British
Date of Birth:	25th May 1973

Education

07/2008 – 12/2010: Oxford Brookes University
MA in Education: International Schools (this course culminated in a dissertation that analysed the effectiveness of the IGCSE and the MYP with regards IB Diploma preparation)

09/2005 - 07/2006: College of St. Mark and St. John, Plymouth
Postgraduate Certificate of Education in Secondary Science

09/1999 – 06/2003: University of East London
BSc (Hons) Animal Biology and Conservation

Professional Development

08/2015 – 11/2015: Columbia University Online Course
Age of Sustainable Development

21/10/2015 – 23/10/2015: Education First
Three-day course on making thinking visible

07/2012, 07/2013, 07/2014 and 07/2015: Principles' Training Center (PTC)
Certificate of International School Leadership
Over four years I completed the following four PTC courses:
Leadership and Group Dynamics
Technology Leadership
Instructional Supervision and Evaluation - Planning, Assessment and Student Results
Curriculum Leadership in the International School

01/2014 – 06/2014: Google Online Course
Google Educator

10/2010: IB Online Workshops

Biology Internal Assessment

08/2008 - 06/2009: University of Cambridge - ESOL Examinations
Teaching Knowledge Test (Teaching English as an additional language)

05/2008: British Council, Bogotá
Three-day course on 'Teaching English as a Foreign Language'

08/2007: IB, Brazil
Category 2 IB Diploma Biology Workshop focusing on the changes from the previous to the current Biology curriculum

Work Experience

08/2007 – Present: Colegio Gran Bretaña, Bogotá, Colombia 8 yr

Role

- Deputy Head of Secondary
- Teacher of Science at KS3
- Teacher of IGCSE Biology
- Teacher of IB Diploma Biology
- IGCSE Exams Officer
- Behavioural Manager
- Tutor System Coordinator
- Head of the Secondary Citizenship Programme
- Prefect Coordinator
- Sustainability Committee Coordinator
- Organisation of covers for absent Teachers

09/2006 – 07/2007: Sir John Hunt Sports College, Plymouth 1 yr
Teacher of Science: Biology, Physics and Chemistry at Key stage 3 and 4

06/2003 – 09/2005: Blacksmith's Arms, Plymouth 2 yr
Head Chef - Contemporary European Cuisine

06/2001 – 06/2002: The Shark Trust, Plymouth
Project Coordinator

10/1989 – 10/1997: Royal Navy 5 yr
Chef / Ship's Diver

Interests

Diving – Certified Dive Master
Running – Ultra-Marathon runner
Cycling – Mountain and Road Cyclist
Swimming (Triathlons)
Spanish – Fluent

Reference Page

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Robert Tomalin (Head of Secondary)

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နောက်ဆက်တွဲဇယား - ၁၂

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သို့

ဥက္ကဋ္ဌ

မြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှုကော်မရှင်

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U Htin Kyaw
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အကြောင်းအရာ။ ။ Coporate Social Responsibilities(C.S.R)နှင့် ပတ်သက်၍ဝန်ခံကတိပြုတင်ပြခြင်း။

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(၁) ပညာရေးကဏ္ဍ	(၀. ၆) ရာခိုင်နှုန်း
(၂) ကျန်းမာရေးကဏ္ဍ	(၀. ၆) ရာခိုင်နှုန်း
(၃) ဘာသာရေးကဏ္ဍ	(၀. ၂) ရာခိုင်နှုန်း
(၄) ပတ်ဝန်းကျင်စိမ်းလန်းစိုပြေရေးကဏ္ဍ	(၀. ၄) ရာခိုင်နှုန်း
(၅) သာရေး/နာရေးကဏ္ဍ	(၀. ၂) ရာခိုင်နှုန်း

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(signature)

U Htin Kyaw
Director
Eternal Technical Supporting Co., Ltd.

နောက်ဆက်တွဲဇယား – ၁၄

Myanmar International School Yangon

Name of Student

(Year-_____)

Secondary Year 10 Report Card (2017-18)

Tutor Comment

Tutor:
Term 1 Comment: __________ has had a successful first term in year 10. She appears to be coping well with the increased demands of her IGCSE courses. She is always punctual in the morning and usually follows the schools uniform policy. She is always polite and helpful and I was greatly impressed with her maturity and willingness to help during the activities on International Day. _______ should carefully read the comments made by her teachers and seek further advice if anything is unclear. She must then act on the advice given so that she can make further improvements next term.
Term 2/3 Comment: __________ remains a polite and conscientious student during form time. She participated well during the PSHE program and appears to get on well with her peers. Unfortunately, she is quite often late to registration in the morning, which shows poor organisational skills. ___________ must carefully read her feedback from her teachers and make use of the long holiday to catch up on any gaps in her knowledge or her ability in certain subjects.

Total number of days: 86

Number of days absent: 25

Number of days late: 41

Myanmar International School Yangon

Additional Mathematics

Teacher:	Term 1			Term 2/3		
The Additional Mathematics is intended for high ability students and a successful student will gain lifelong skills including the further development of mathematical concepts and principles and ability to solve problems, present solutions logically and interpret results. It will also help prepare students for A level maths.	Approaching	Meeting	Exceeding	Approaching	Meeting	Exceeding
Knowledge, Skills, Dispositions						
• Understanding relevant mathematical concepts, terminology and symbols		X			X	
• Ability to recall and use manipulative technique	X				X	
• Ability to comprehend numerical, algebraic and spatial concepts and relationships		X			X	
• Ability to formulate problems into mathematical terms and select and apply appropriate techniques of solution	X				X	
• Homework		X				X
• Participation		X			X	
• Overall Achievement		B			B	

Term 1 Comment:
________________ is a hardworking student who pays good attention in class. She turns in homework regularly and the quality of her written work is excellent. Although she finds Additional Maths materials challenging, she tries her best to answer most questions in class. She tends to make mistakes on tests, and her ability to recall accurately and use successfully appropriate manipulative techniques is weak. To make further progress, she should revise lessons on daily basis and spend more time practicing extra problems outside of class.

Term 2/3 Comment:
___________ has made good progress this term. She works very hard to keep up with the class and she has become better recalling accurate information and using appropriate manipulative techniques. However, she still tends to make small mistakes on tests and I suggest she checks her work more carefully. Her final exam score is 67% and the overall weighted score is 75% which is a 'B'. It shows that she has a good understanding of materials covered this term. I would like her to continue working hard and keep motivated for year 11. Well done!

Myanmar International School Yangon

Biology

Teacher:	Term 1				Term 2/3		
The IGCSE biology curriculum enables learners to better understand the technological world through the scientific method, and to apply this learning to other disciplines with the greater objective of caring for the environment and community while developing the scientific skills essential for both further study and everyday life.	Approaching	Meeting	Exceeding		Approaching	Meeting	Exceeding
Knowledge, Skills, Dispositions							
• Scientific knowledge and understanding		X				X	
• Handling information and problem solving		X				X	
• Experimental skills and investigations		X				X	
• Homework		X			X		
• Participation		X			X		
• Overall Achievement	B				B		

Term 1 Comment:
This term in Biology we have been learning about the characteristics and classification of living organisms, cells, the mechanisms and processes for the movement of substances in and out of cells, biological molecules, and enzymes. It has been a pleasure having ____________ in my Biology class this year and I look forward to continue working with her. Her performance was strongest this term in the unit topic on diffusion and osmosis. She had some difficulty in the lesson on ferns and flowering plants. She can improve by continuously revising and avoiding chatting with peers during lessons. With continued effort she will no doubt perform well this year.

Term 2/3 Comment:
It has been pleasure teaching ___________ this year. Over the recent terms in Biology we have been learning about many biology topics, such as enzymes, animal nutrition, digestion, plant nutrition, plant transport, and animal transport. She developed a good level of understanding in the topic on plant transport. She struggled a bit with the unit on biological molecules. She can improve by revising thoroughly and asking questions during class. She scored a B on her end of year exam. Good luck towards your future academic progress.

Myanmar International School Yangon

Chemistry

Teacher:	Term 1			Term 2/3		
The IGCSE chemistry curriculum enables learners to better understand the technological world through the scientific method, and to apply this learning to other disciplines with the greater objective of caring for the environment and community while developing the scientific skills essential for both further study and everyday life.						
Knowledge, Skills, Dispositions	Approaching	Meeting	Exceeding	Approaching	Meeting	Exceeding
• Scientific knowledge and understanding		X				X
• Handling information and problem solving		X			X	
• Experimental skills and investigations		X			X	
• Homework		X				X
• Participation		X				X
• Overall Achievement	C			B		

Term 1 Comment:
________ is an able member of the class who can be very engaging in the lessons as long as her friends are. She can be unfocused during discussions; this is evident in the silly mistakes she makes on tests. She is a bright student but she has to support this with dedicated effort and must also challenge herself for her a more rewarding performance. A more serious revision habit will greatly help her perform to her best next term.

Term 2/3 Comment:
_____________ has shown great progress over the year. She has also gained maturity over her own studies, which she must maintain until the end of the course in Year 11. Her end of year test score of 74% is a proof she is ready for the next half of the course. However, with her abilities, she can easily improve this to an A or A* next year. She is advised to revisit past topics over the summer to develop mastery of the theories, improve fluency of the exam language and minimise mishaps in exams. Overall, it is a delight to see how she sets herself a higher benchmark for performance.

Myanmar International School Yangon

Economics

Teacher:	Term 1			Term 2/3		
Students gain lifelong skills, and are able to understand economic theory, terminology and principles. They gain the ability to apply the tools of economic analysis, understand the economies of developed and developing nations and possess an excellent foundation for advanced study in economics.	Approaching	Meeting	Exceeding	Approaching	Meeting	Exceeding
Knowledge, Skills, Dispositions						
• To understand economic facts, definitions, concepts, principles and theories using economic vocabulary and terminology		X			X	
• To distinguish between evidence and opinion, communicating judgements in an accurate and logical manner.		X		X		
• To evaluate social and environmental implications of particular courses of economic action	X			X		
• Homework		X			X	
• Participation		X			X	
• Overall Achievement	B			C		

Term 1 Comment:
_______ is a reserved member of the group who displays a quiet interest in the subject but needs to participate more in class. She, however, tends to rush with herwork, resulting in careless mistakes. Also, she can get confused when she doesn't always listen to instructions carefully enough. Her test results have been excellent but her recent exam result was rather disappointing.Shewill need to revise more thoroughly next time.Her written work has been very variable, occasionally excellent, but too often superficial and/or rushed. ________ should aim to produce herbest work at all times, and always revise thoroughly for tests.

Term 2/3 Comment:
_________ seems to be finding Economics more challenging this term. She has difficulty analysing situations and expressing them in words. She should focus on evaluating concepts and explaining them clearly. She needs to spend some quality time on learning her lessons at home. A systematic and planned revision programme should help her. I am sure she is capable of a much better effort. With a strong determination and a positive attitude, ________ will be able to secure a 'B' grade at the end of the IGCSE course next year. Parental monitoring would help her achieve this target.

Myanmar International School Yangon

English

Teacher:	Term 1			Term 2/3		
KS4 English aims to enable students to communicate accurately, appropriately and effectively in speech and writing. Students read a range of fiction and non-fiction texts and develop their analytical and critical thinking skills.						
Knowledge, Skills, Dispositions	Approaching	Meeting	Exceeding	Approaching	Meeting	Exceeding
• Reading		X			X	
• Writing	X				X	
• Speaking and Listening		X			X	
• Spelling, Punctuation and Grammar		X			X	
• Homework		X			X	
• Participation		X			X	
• Overall Achievement	C			C		

Term 1 Comment:

__________ is a reasonably hardworking and engaged student who shows an aptitude for First Language English and Literature. She usually hands in her homework on time, which is often of average or good quality. Although __________ has shown a basic interpretation of meaning in terms of the poems we have studied, she needs to focus on further developing her thoughts on points she makes and on how they link to the question asked, as well as ensuring that the point she makes in the first place is serving to answer the question. She should also continue to read, both for classwork and for pleasure, paying particular attention to correct grammatical structures and the appropriateness of the writer's writing style for purpose.

Term 2/3 Comment:

________ has generally maintained a strong work ethic since the issuance of her last report. Although there was a dip in the quality of some of her examined literature analysis since term one, she has regained her ability to focus critically on the question and provide meaningful analysis. She is currently sitting on the boundary between a C and B grade. In her most recent literature essay, _____ received a C grade. I suggest that she continue to study both Literature and First Language English as her results in assignments this year have met the required grade minimum. In order to further her analytical skill, she should continue to read, both for classwork and for pleasure, paying particular attention to correct grammatical structures and the appropriateness of the writer's writing style for purpose. She should also take every opportunity to think critically and to put this into practice in her written work.

Myanmar International School Yangon

Mathematics

Teacher:	Term 1			Term 2/3		
The year 10 curriculum covers thecompleteCambridge IGCSE Mathematics (0580) CORE Syllabus.The course is built around developing mathematical skills gained at Key Stage 3 with more challenging topics like Using Trigonometry in solving problems, Linear Inequalities, Vectors and Histograms.	Approaching	Meeting	Exceeding	Approaching	Meeting	Exceeding
Knowledge, Skills, Dispositions						
• Mathematical knowledge and understanding		X				X
• Mathematical problem solving skills		X				X
• Spatial and visualization skills		X				X
• Fundamental concepts of statistics and its application to other disciplines		X				X
• Homework			X			X
• Participation			X			X
• Overall Achievement	B			A		

Term 1 Comment:
_________is always well prepared for lessons and generally listens carefully, both to the instructions given and to class discussions. She shows sufficient use of mathematical language and is able to utilize the different forms of mathematical representation clearly and effectively. At times too talkative in class, ________will quickly understand new topics and gain pleasing scores in class work and homework. She has been let down by some lower test results. She will need to be more thoroughly prepared for future tests and quizzes if she is to maintain or improve on these results.

Term 2/3 Comment:
_________ demonstrated outstanding skills in investigating mathematical patterns over the course of the year. She has improved most on her knowledge and understanding the many skills in math. She is able to reflecton her mathematical findings and their implications. ________ now prepares more thoroughly for assessments and her grades have risen as a result. Most pleasing and well deserved final grades.

Myanmar International School Yangon

Myanmar

Teacher:	Term 1				Term 2/3		
There are three main sectors in learning Myanmar including reading (fiction & non-fiction), historical events and geographical features. Students will learn Myanmar through project work, discussion and practice which will promote the four main areas of literacy.							
Knowledge, Skills, Dispositions	Approaching	Meeting	Exceeding		Approaching	Meeting	Exceeding
• Reading			X				X
• Writing			X				X
• Listening		X					X
• Speaking			X				X
• Homework		X				X	
• Participation		X				X	
• Overall Achievement	A				A		

Term 1 Comment:
__________ attempts classroom assignments in an organized manner. She should take care not to make spelling mistakes in written work. Reading in Myanmar would improve her use of language.

Term 2/3 Comment:
_________ is such a motivated student. She enjoys having responsibilities and alwayscompletes thetasks given to her. She is able to read storybooks with confidence. She comprehends the main ideasfrom short written paragraphs. She participates well in oral pair and group work. She has improved steadily.

Myanmar International School Yangon

Physics

Teacher:	Term 1			Term 2/3		
The IGCSE physics curriculum enables learners to better understand the technological world through the scientific method, and to apply this learning to other disciplines with the greater objective of caring for the environment and community while developing the scientific skills essential for both further study and everyday life.	Approaching	Meeting	Exceeding	Approaching	Meeting	Exceeding
Knowledge, Skills, Dispositions						
• Scientific knowledge and understanding		X			X	
• Handling information and problem solving		X			X	
• Experimental skills and investigations		X			X	
• Homework		X			X	
• Participation		X			X	
• Overall Achievement	B			C		

Term 1 Comment:
___________ has worked well this year and has made very good progress. Her attainment is very good and she is on target to achieve her predicted grade. She produces quality work and I am pleased with what __________ has achieved.__________ has a very positive attitude towards her Science lessons and shows a good level of concentration. She completes the work set to a good standard and when faced with a challenge she will ask for help if it is required. She attends all lessons on time and is always fully equipped and prepared for the lesson ahead.In order to improve performance in Science ______ needs to: Always reflect carefully on work when asked to by the teacher. Use this time to make improvements in purple pen and correct any mistakes.Avoid becoming involved in silly or distracting behaviour that will affect the quality of work produced in the lesson.

Term 2/3 Comment:
________ attainment is about average for her class at this time but she is capable of achieving much more in this subject. She is sometimes distracted in class and could improve her concentration. She shows an enthusiasm for the subject and a good knowledge and understanding. _______ behaviour is inconsistent and can range from poor to excellent. Sometimes she can be a disruptive member of the class, causing a negative impact on her learning. On others she can be very enthusiastic and focused on her work. It will be difficult for ______ to improve without a clear change in her behaviour. In order to improve performance in Physics _______ needs to revise thoroughly for tests, making sure she asks for help if it's needed. She also needs to avoid silly and disruptive behaviour. It will affect her learning and the learning of others around her.

....

Name of Principal

Head of Secondary

Y6A *Marie-Oceane Fardet (a) Kyaie Sinn*

	Achievement			Progress				Effort			
	Working Towards	Meeting	Working at Greater Depth	Limited	Satisfactory	Good	Excellent	Seldom	Sometimes	Often	Always
Humanities											
History of the Ancient Greeks		✓				✓					✓

_______ can sequence ancient Greek dates and events on a timeline, using BCE/ CE, with understanding of the time concepts of earlier and later. She made comparisons between the Greeks and the later Romans. She shared examples of ways in which the ancient Greeks have shaped our lives today. With support, ________ researched and created an informative poster of an important Greek character. Her work included the required details and showed good effort.

	Working Towards	Meeting	Working at Greater Depth	Limited	Satisfactory	Good	Excellent	Seldom	Sometimes	Often	Always
Specialist Subjects											
Art			✓			✓					✓
I.C.T.		✓				✓					✓
Mandarin		✓			✓					✓	
Music		✓				✓					✓
Myanmar		✓			✓					✓	
P.E.		✓			✓					✓	

General Comment

_________ is a fun-loving, easy natured girl who has continued to show her caring side towards her friends and peers alike. She is extremely tolerant around boys who sometimes do not exhibit good classroom behaviour, casually shrugging off any actions. __________ has really matured in her outlook during year 6 and has become a much more responsible learner. She loves to be read to and really engages in stories, following closely along with the characters' journey, questioning different possible scenarios. ___________ is respectful to those around her and is always willing to help out; she often requests to carry some of my belongings back to class from our weekly assemblies when she see my hands are full and she has been our line leader for the past few months, taking her role seriously and doing a great job. She has a good sense of humour and has been a pleasure to teach. I wish her every success moving into secondary school after the summer break, where I am confident she will continue to flourish even more.

Targets

- **English**: aim to widen vocabulary choice by keeping a log of new and ambitious words read..
- **Maths**: continue to develop times tables for an instant recall; this will be critical in secondary.
- **Maths**: play a range of maths games online at www.mathplayground.com to build confidence.

Total Number of School Days (8 January – 1 June): Absent: 0 Late: 0

Name of teacher
Classroom Teacher

Name of Principal
Head of Primary

UNIVERSITY of CAMBRIDGE
International Examinations

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Tel +44 1223 553554 Fax +44 1223 553558
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နောက်ဆက်တွဲဖေယား – ၁၅

Press Information

05 February 2010

Myanmar International School Yangon offers new range of qualifications

Cambridge International Centre status awarded to local school.

Myanmar International School Yangon has been awarded International Centre status by University of Cambridge International Examinations (CIE). Myanmar International School Yangon will now offer a range of internationally accepted qualifications including Cambridge's International General Certificate of Secondary Education.

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications for 14-19 year olds. CIE offers a broad range of qualifications, created for an international audience. CIE's qualifications include Cambridge IGCSE and International A/AS Level. CIE qualifications are taken in 150 countries and recognised by universities, educational providers and employers across the world.

Ann Puntis, Chief Executive of University of Cambridge International Examinations, said: "We are delighted to announce that Myanmar International School Yangon has become a registered Centre and look forward to a long and productive relationship which will be of great benefit to students throughout the region."

As a Cambridge International Centre, Myanmar International School Yangon will offer students in Myanmar internationally renowned qualifications that are recognised by educational institutions and employers across the globe.

David A. Schaefer, Principal said: "Myanmar International School Yangon is proud to be associated with Cambridge as it enables us to extend our service and offer quality education to the local community."

(ends)

Notes to Editors

About CIE

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications for 14-19 year olds. CIE offers a broad range of qualifications, created for an international audience. CIE's qualifications include Cambridge IGCSE and International A/AS Level. CIE qualifications are taken in 150 countries and recognised by universities, educational providers and employers across the world.

University of Cambridge International Examinations (CIE) is part of the Cambridge Assessment Group, a not-for-profit organisation, and part of the University of Cambridge. CIE has a strong pedigree in development and research – it was the first exam board to develop the International GCSE 20 years ago. We constantly review our provision and introduce new subject areas and qualifications. CIE offers unrivalled support to its network of registered Centres.

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နောက်ဆက်တွဲဇယား – ၁၆

MISY

MYANMAR INTERNATIONAL SCHOOL YANGON

Myanmar International School Yangon

မာတိကာ

၁။	MISY (Myanmar International School Yangon) ကျောင်း၏ တည်နေရာ၊ အဆောက်အအုံနှင့် အထောက်အပံ့ ပစ္စည်းများ	၁
၂။	MISY ကျောင်း၏ နောက်ခံသမိုင်းကြောင်း	၁
၃။	မျှော်မှန်းချက် (Vision)	၂
၄။	လုပ်ငန်းရည်မှန်းချက် (Mission)	၂
၅။	ခံယူချက်သဘောထား (Philosophy)	၂
၆။	ကျောင်းအဖွဲ့အစည်းနှင့်မူဝါဒ	၃
၇။	အတွေ့အကြုံရှိ ကျွမ်းကျင်ဆရာရှာဖွေရရှိရေး	၃
၈။	၂၀၁၇-၂၀၁၈ စာသင်နှစ်အတွက် ရာထူးများနှင့် တာဝန်ယူမှုများ	၄
၉။	သင်ကြားရေးမူဝါဒ	၅
၁၀။	၂၀၀၉ မှ ၂၀၁၈ ခုနှစ်အထိ နှစ်အလိုက်တာဝန်ထမ်းဆောင်သော ဝန်ထမ်းဦးရေနှင့် ကျောင်းသားဦးရေ	၅
၁၁။	MISY ၏ကျောင်းပြင်ပ လူမှုရေးလုပ်ဆောင်ချက်များ	၆
၁၂။	ကျောင်းသူ/ကျောင်းသားများအား ကျောင်းသင်ခန်းစာအပြင် ပံ့ပိုးပေးမှုများ	၇
၁၃။	နိုင်ငံတကာပြိုင်ပွဲဖြစ်သော World Scholars's Cup ပြိုင်ပွဲများသို့ ဝင်ရောက်ယှဉ်ပြိုင်မှုရလဒ်များ	၈
၁၄။	ပြည်တွင်းကျောင်းများတွင်ယှဉ်ပြိုင်မှုများအတွက် ပံ့ပိုးမှုများပေးခြင်း	၉
၁၅။	Community Services of MISY	၉
၁၆။	MISY IGCSE, AS & A Levels yearly result	၁၀
၁၇။	2017-18 စာသင်နှစ်တွင် Year 13 အောင်မြင်ပြီးသော ကျောင်းသူ/သားများ ဝင်ခွင့်ရသည် နိုင်ငံတကာမှ တက္ကသိုလ်များ	၁၂
၁၈။	ကျောင်းမှ မိဘများသို့ ပညာရေးဆိုင်ရာ ဆက်သွယ်ဆောင်ရွက်ချက်များ	၁၂
၁၉။	Professional Development	၁၃
၂၀။	School Social Committee and welfare for MISY staff	၁၅
၂၁။	လုပ်ငန်းခွင်သင်တန်းများနှင့် Seminars များကို လက်ခံကျင်းပပေးခြင်း	၁၆
၂၂။	MISY နှင့်ဆက်သွယ်လုပ်ကိုင်လျှက်ရှိသောပြည်ပပညာရေးအဖွဲ့အစည်းများ၊ ကျောင်းများနှင့် အသုံးပြုလျှက်ရှိသော ပညာရေးအထောက်အကူပြုစနစ်များ	၁၆
၂၃။	MISY ၏ လက်ရှိနှင့် အနာဂတ်လုပ်ငန်းစီမံကိန်းများ	၁၈

Myanmar International School Yangon

MISY (Myanmar International School Yangon) ကျောင်း၏ တည်နေရာ၊ အဆောက်အအုံနှင့် အထောက်အပံ့ပစ္စည်းများ

၁။ MISY ကျောင်းသည် ရန်ကုန်တိုင်းဒေသကြီး၊ ရန်ကင်းမြို့နယ်၊ (၁၁) ရပ်ကွက်၊ အမှတ် (၂၄) ဆည်မြောင်းလမ်းပေါ်တွင်တည်ရှိပါသည်။

၂။ ကျောင်းဝန်းအကျယ်မှာ (၂) ဧကခန့်ရှိပြီး (၃)ထပ်ပင်မဆောင်နှင့် (၁) ထပ် စာသင်ဆောင်များ ရှိပါသည်။ ဘောလုံးကွင်းတစ်ကွင်း၊ ကလေးကစားကွင်း (၂) ကွင်းရှိပြီး၊ ဘတ်စကတ်ဘော၊ ကြက်တောင်နှင့် ဘော်လီဘောတို့အတွက် အားကစားရုံတစ်ရုံထားရှိပါသည်။ မိဘများစောင့်ဆိုင်းရန် အဆောင်တစ်ခုနှင့် ဓာတုကင်းလွတ်အသီးအနှံများကို ရောင်းချသောအခန်းတစ်ခန်းရှိပါည်။ ကျောင်းတွင် စာသင်ခန်း (၅၀) ခန့်ရှိပြီး သိပ္ပံလက်တွေ့ခန်းများနှင့် ကျောင်းစာကြည့်တိုက်တစ်ခု ထားရှိပါသည်။

၃။ ကျောင်းတွင်နိုင်ငံခြားသားဆရာ/မ (၅၀)ခန့်နှင့် မြန်မာဆရာ/မ (၇၀) ခန့်တို့သည် နေ့စဉ်သင်ကြား မှု တာဝန်များကို ထမ်းဆောင်လျှက်ရှိပါသည်။ ကျောင်းလုပ်ငန်းအဆင်ပြေချောမွေ့စေရန် ဝန်ထမ်းအင်အား (၈၀)ခန့်နှင့် ကျောင်းသားဦးရေ (၆၀၀) ကျော်တို့ကို Nursery မှ A Level (နိုင်ငံတကာတက္ကသိုလ်များသို့ တတ်ရောက်ပညာသင်ကြားနိုင်သည်အထိ) ပံ့ပိုးပေးလျှက်ရှိပါသည်။

MISY ကျောင်း၏ နောက်ခံသမိုင်းကြောင်း

၄။ MISY ကျောင်းသည် မြန်မာနိုင်ငံသားများ၏ ရင်းနှီးမြှပ်နှံမှုဖြင့်သာ ဖွဲ့စည်းတည်ထောင်ထားသော အပြည်ပြည်ဆိုင်ရာ သင်ရိုးညွှန်းတမ်းသင်ကြားသော ကျောင်းဖြစ်ပါသည်။ ကျောင်း၏ ၂၀၀၉-၁၀ စာသင်နှစ်ကို၂၀၀၉ ခုနှစ် ဩဂုတ်လတွင် အမှတ် (၂၄)၊ ပြည်လမ်း(၇)မိုင်၊ မရမ်းကုန်းမြို့နယ်တွင် စတင်ဖွင့်လှစ်ခဲ့ပြီး၊ ၂၀၁၃-၁၄ စာသင်နှစ်တွင် ယခုဖွင့်လှစ်ထားရှိသည့် အမှတ် (၂၄) ဆည်မြောင်းလမ်း၊ (၁၁) ရပ်ကွက်၊ ရန်ကင်းမြို့သို့ ပြောင်းရွှေ့ဖွင့်လှစ်ခဲ့ပါသည်။ ယခု ၂၀၁၈-၁၉ သည် (၁၀) နှစ်မြောက် စာသင်နှစ်ဖြစ်ပါသည်။ MISY ကျောင်းသည် England နိုင်ငံ University of Cambridge မှ အသိအမှတ်ပြုထားသောCambridge Assessment International Education စာစစ်ဌာနတစ်ခုလည်း ဖြစ်ပါသည်။

MISY (Myanmar International School Yangon) ကျောင်း၏ လုပ်ငန်းများ လည်ပတ်ဆောင်ရွက်နိုင်ရန်အတွက်၊ ပြည်ထောင်စုသမ္မတမြန်မာနိုင်ငံတော်အစိုးရ၊ အမျိုးသားစီမံကိန်းနှင့် စီးပွားရေးဖွံ့ဖြိုးတိုးတက်မှုဝန်ကြီးဌာန ကုမ္ပဏီမှတ်ပုံတင်လက်မှတ် အမှတ် ၂၀၄/၂၀၀၉-၁၀ ဖြင့် မြန်မာနိုင်ငံကုမ္ပဏီများအက်ဥပဒေအရ ထာဝရနည်းပညာထောက်ပံ့ရေးကုမ္ပဏီလီမိတတ် (Eternal Technical Supporting Co.,Ltd.) အားမှတ်ပုံတင်ထားရှိပြီး၊ ပညာရေးဝန်ဆောင်မှုလုပ်ငန်းအဖြစ် ဆောင်ရွက်လျက် ရှိသော အဖွဲ့အစည်းတစ်ခု ဖြစ်ပါသည်။

မျှော်မှန်းချက် (Vision)

၅။ မြန်မာနိုင်ငံသားကလေးများနှင့် ပြည်ပမှလာရောက်လုပ်ကိုင်နေထိုင်ကြသည့် နိုင်ငံတကာမိသားစုမှ ကလေးငယ်များကို အာမခံချက်အပြည့်ရှိသော နိုင်ငံတကာအဆင့်မှီသည့် သင်ရိုးညွှန်းတမ်းများကို ပညာရှင်များနှင့် သင်ကြားရေးအထောက်အကူပြုပစ္စည်းများဖြင့် ဟန်ချက်ညီစွာ အသုံးပြု၍ နိုင်ငံတကာ အဆင့်သို့ ထိုးဖောက်နိုင်မည့် ဘက်စုံအရည်အချင်းပြည့်ဝသည့် ကျောင်းသား/သူများ မွေးထုတ်နိုင်ရေးသည် MISY ၏ အဓိက မျှော်မှန်းချက်ဖြစ်ပါသည်။

လုပ်ငန်းရည်မှန်းချက် (Mission)

၆။ MISY ၏ ကျောင်းသား/သူများသည် နိုင်ငံတကာသင်ရိုးများကို လေ့လာသင်ယူ၍ ရရှိသော အလေ့အကျင့်ကောင်းများကို အခြေခံပြီး မိမိပတ်ဝန်းကျင်၊ မိမိနိုင်ငံနှင့်မိမိနေထိုင်သောကမ္ဘာ့ ပါတ်ဝန်းကျင်းကို ဂရုပြုထိန်းသိမ်းစောင့်ရှောက်နိုင်သော အနာဂတ်ခေါင်းဆောင်များ ပေါ်ထွက်လာစေရန် ရည်ရွယ်ပါသည်။

ခံယူချက်သဘောထား (Philosophy)

၇။ (က) MISY ကျောင်းသည် မြန်မာနိုင်ငံသားနှင့် နိုင်ငံတကာမှ ကျောင်းသား/သူများ အတွက် ခေတ်မီတိုးတတ်သော နိုင်ငံတကာအဆင့်မှီ ပညာရေးကို ပံ့ပိုးရန်ရည်ရွယ်၍ တည်ထောင်ထားသောကျောင်းဖြစ်ပါသည်။

(ခ) ကျောင်းသား/သူများအား မြန်မာ့ယဉ်ကျေးမှုသာမက နိုင်ငံတကာယဉ်ကျေးမှုများကို တန်းဖိုးထားနားလည်သော လူငယ်များ ဖြစ်လာစေရန် ။

(ဂ) မိမိတို့၏ ကိုယ်ရည် ကိုယ်သွေးများကို အသုံးပြု၍ မိမိနိုင်ငံတွင်သာမက ကမ္ဘာ့အလယ်တွင် စိန်ခေါ်မှုနှင့် ပြိုင်ဆိုင်မှု၊ ဖြေရှင်းနိုင်မှု၊ ဦးဆောင်နိုင်မှု ရှိစေရန်။

(ဃ) မိမိတို့အတူတကွ မှီတင်းနေထိုင်ကြသော လူ့အဖွဲ့အစည်းနှင့်လူသားတို့၏ ပါတ်ဝန်းကျင်ကို ကာကွယ်ထိန်းသိမ်းစောင့်ရှောက်တတ်စေရန်။

ကျောင်းအဖွဲ့အစည်းနှင့်မူဂါဒ

၈။ MISY ကျောင်းသည် စီးပွားရေးလုပ်ငန်း အတွေ့အကြုံရှိသူများနှင့် အရည်အချင်းပြည့်ဝသော ပညာရေးပိုင်းတွင် ကျွမ်းကျင်ပညာရှင်များ၊ နိုင်ငံတကာအတွေ့အကြုံရှိသောဆရာများနှင့် ဖွဲ့စည်းထားသည့် ဘုတ်ဒါရိုက်တာအဖွဲ့၏ အုပ်ချုပ်မှုအောက်တွင် ထားရှိပါသည်။ BOD အဖွဲ့မှ Academic Director, Business Director, Head of Schools များ ရွေးချယ်ခန့်အပ်တာဝန်ပေးထားပြီး ၎င်းအုပ်ချုပ်မှုအဖွဲ့ဝင်များနှင့် အခြားနိုင်ငံတကာအတွေ့အကြုံများသော ဝန်ထမ်းများနှင့်ပူးပေါင်း၍ BOD မှ ချမှတ်ထားသော စည်းမျဉ်းစည်းကမ်းများနှင့်အညီ စီမံခန့်ခွဲ အုပ်ချုပ်ပါသည်။ ကျောင်း၏ မူဝါဒ (၃) ရပ်အဖြစ်

(၁) ကျောင်းသားမိဘများ၏ ကျောင်းအပေါ်ထားရှိသော မျှော်လင့်ချက်ကို အလေးထား၍ အာမခံချက်ပေးရန်၊
(၂) ကျောင်းသားများ၏ ပညာသင်ကြားရေးအတွက် ပေးလိုက်ရသည့် အချိန်အတွက် တန်ဖိုးပြည့်ဝ သော ပညာရေးရရှိစေရန်၊
(၃) ကျောင်းရေရှည်တည်တံ့ခိုင်မြဲစေရန် ဟူ၍ဖြစ်ပါသည်။

အတွေ့အကြုံရှိ ကျွမ်းကျင်ဆရာရှာဖွေရရှိရေး

၉။ MISY တွင် ပညာသင်ကြားရေး အတွေ့အကြုံရှိ ကျွမ်းကျင်နိုင်ငံခြားသားဆရာ/မများကို ရှာဖွေခန့်ထားနိုင်ရန်အတွက် ဆရာ/မများကို အဆင့်ဆင့်စီစစ်ပေးသော အေဂျင်စီများဖြစ်ကြသည့်

- Search Associate
- TES (Times Educational Supplement)
- Teachers Horizon တို့ကို နှစ်စဉ်ကြေးများ ပေးသွင်းပြီး ရှာဖွေလျက်ရှိပါသည်။

ထိုသို့ရှာဖွေရာတွင်

(က) မိမိနေထိုင်ရာတိုင်းပြည်နှင့် လက်ရှိအလုပ်လုပ်နေသော နိုင်ငံမှ ပြစ်မှုကင်းရှင်းကြောင်းထောက်ခံစာ၊
(ခ) Child Protection နှင့် ပတ်သတ်၍ ပြစ်မှုကင်းရှင်းကြောင်းထောက်ခံစာ၊
(ဂ) ယခင်အလုပ်လုပ်ခဲ့သော ကျောင်းမှ သက်ဆိုင်ရာအကြီးအကဲများ၏ ထောက်ခံချက်၊
(ဃ) ပညာအရည်အချင်းနှင့် သင်ကြားရေးလက်မှတ်များ စသည်တို့ကို စီစစ်လျက် လက်ခံခန့်ထားပါသည်။

၂၀၁၇-၂၀၁၈ စာသင်နှစ်အတွက် ရာထူးများနှင့် တာဝန်ယူမှုများ

Board Of Directors (BOD)

U Htin Kyaw	Chairman
Daw Htwe Htwe Soe Min	Executive Board of Directors
Daw Nu Nu Aye	Board of Directors
Daw Ei Ei Zin	Board of Directors
Daw Tint Shwe Sin	Board of Directors
U Yan Win Aung	Board of Directors

Academic Advisor to the BOD

Elisabeth F. Kind

Administrators

David Marl Wakefield	Head of School
Andrew Bunt	Head of Secondary
Kate Joicy	Head of Primary
Tint Shwe Sin	Head ofThe Learning Centre
Ei Ei Zin	Business Director

School Operations

Witye Win Ko	Business Manager
Hsu Myat Hla	Programme Management& Public Relations Manager
Khin Maung Htun	Facility/Admin Manager
U San Win	Liaison Officer / Research & Record Manager
A Mi Mi Aung	Chief Accountant
Phyo Yu Mon	Facility Supervisor
U Than Soe	Facility Supervisor
U Nyi Nyi	Law Advisor
U Aung Phyo	HR

သင်ကြားရေးမူဝါဒ

၁၀။ ကျောင်းသားတစ်ဦးချင်းစီ၏ လိုအပ်ချက်များအပေါ်တွင်မူတည်၍ သင်ကြားရေးမူဝါဒများကို ချမှတ်ထားပါသည်။ ဆရာနှင့်ကျောင်းသား/သူပူးပေါင်းဆောင်ရွက်မှသာလျှင် ကျောင်းသားများ၏ ပညာရေးရည်မှန်းချက်ပန်းတိုင်ပြည့်မီနိုင်မည်ဖြစ်ပါသည်။ ယဉ်ကျေးမှု ထုံတမ်းစဉ်လာကွဲပြားသော ပတ်ဝန်းကျင်မှ ရောက်ရှိလာသောကလေးများအား ပြုစုပျိုးထောင်ပေးသွားမည်ဖြစ်ပါသည်။ ကလေးတစ်ဦးချင်းစီအားမိမိတို့ပတ်ဝန်းကျင်၏ ကောင်းမှုအကျိုးသယ်ပိုးဆောင်ရွက်တတ်စေရန်၊ အတွေးအခေါ်မြင့်မားစွာဖြင့် ပေါ်ပေါက်လာသည့် ပြဿနာများအရပ်ရပ်ကိုလျင်မြန်စွာ ဖြေရှင်းနိုင်ရန်စသည့် အရည်အချင်းများကို ဦးစားပေးသင်ကြားပေးသွားမည်ဖြစ်ပါသည်။ ထို့အပြင် အချင်းချင်းရိုင်းပင်းပြီးမိမိကိုယ်ကိုတန်ဖိုးထား၍ စည်းကမ်းရှိစွာ နေထိုင်တတ်စေရန်၊ ကမ္ဘာ့ကြီး၏ ဖြစ်ပေါ်တိုးတက်နေမှုများနှင့် လိုက်လျောညီထွေနေတတ်စေရန် သင်ကြားပေးပါသည်။ မူလတန်းအတန်းများတွင် လက်ထောက်ဆရာမများနှင့် သက်ဆိုင်ရာအတန်းပိုင် ဆရာမများမှ ကလေးများ၏ လိုအပ်ချက်များကိုကူညီသင်ကြားပေးသွားမည်ဖြစ်ပါသည်။

အထူးသဖြင့် MISY အနေဖြင့် ၂၀၁၀ ခုနှစ်မှစ၍ ပညာရေးတွင် အထူးလိုအပ်ချက်ရှိသော ကျောင်းသား တစ်ဦးချင်းစီ၏ လိုအပ်ချက်ကို ဖြည့်ဆည်းပေးနိုင်သော ကျောင်းသား ဗဟိုပြု သင်ကြားနည်းစနစ်ဖြင့် ပံ့ပိုးပေးနိုင်ရန်အတွက်၊ အုပ်စုလိုက်သင်တန်းများပို့ချခြင်းအပြင် တစ်ဦးချင်းပံ့ပိုးမှုများလည်း ပြုလုပ်ပါသည်။

၂၀၀၉ မှ ၂၀၁၈ ခုနှစ်အထိနှစ်အလိုက်တာဝန်ထမ်းဆောင်သော ဝန်ထမ်းဦးရေနှင့် ကျောင်းသားဦးရေ

၁၁။ MISY တွင် တက်ရောက်နေသော ကျောင်းသား/သူ အများစုသည် မြန်မာနိုင်ငံသားများဖြစ်ပြီး၊ မြန်မာနိုင်ငံတွင် နိုင်ငံတကာမှ လာရောက်ကာ စီးပွားရေးလုပ်ငန်းလုပ်ကိုင်သူ၊ နိုင်ငံတကာအဖွဲ့အစည်းနှင့် သံရုံးဝန်ထမ်းမိသားစုများ၏ သားသမီးများလည်း တတ်ရောက်ပညာသင်ကြားကြပါသည်။ ၂၀၁၇-၂၀၁၈ စာသင်နှစ်တွင်၊ နိုင်ငံပေါင်း (၁၉) နိုင်ငံမှ ကျောင်းသား/သူများ ပညာသင်ကြားကြပြီး၊ နိုင်ငံပေါင်း (၁၀) နိုင်ငံမှအတွေ့အကြုံရှိ ဆရာ/မများအား MISY ဝန်ထမ်းများအဖြစ် တာဝန်ခန့်အပ်ခဲ့ပါသည်။

School Year	Students	Teaching Staff		Non Teaching Staff		Total
		Expat	Local	Admin	Supporting	
2009-2010	173	13	33	10	14	242
2010-2011	237	18	27	14	13	309
2011-2012	252	17	31	11	17	328
2012-2013	316	24	35	18	21	414
2013-2014	501	30	55	23	34	643
2014-2015	558	40	61	25	42	726

2015-2016	621	48	60	29	51	812
2016-2017	621	48	57	31	54	795
2017-2018	620	43	58	36	58	815

၂၀၀၉ မှ ၂၀၁၈ ခုနှစ်အထိ MISY မှ အထက်တန်း အောင်မြင်ပြီးသော ကျောင်းသား/သူများသည် ပြည်တွင်း၊ ပြည်ပနိုင်ငံအသီးသီးတွင် ဆက်လက်ပညာဆည်းပူးလျှက်ရှိပါသည်။ ၎င်းတို့ သွားရောက်လျှက်ရှိသော နိုင်ငံများအများစုမှာ Australia, UK, USA, Norway, South Korea, Singapore, Thailand, Brunei, Dubai, Malaysia, India စသည့် နိုင်ငံများဖြစ်ပြီး ထိုတိုင်းပြည်များ၏ ကောလိပ်၊ တက္ကသိုလ်များတွင် ပညာသင်ကြားလျှက်ရှိကြပါသည်။

MISY ၏ကျောင်းပြင်ပလူမှုရေးလုပ်ဆောင်ချက်များ

၁၂။ MISYသည်ကျောင်းသူ/သားများ၏ပညာအရည်အချင်းမြင့်မားလာစေရန်လည်းကောင်း၊ ဝန်ထမ်းများ၏ အရည်အသွေးများတိုးတက်လာနိုင်စေရန်လည်းကောင်းဦးတည်ချက်များထားသကဲ့သို့ ပါတ်ဝန်းကျင်လူမှုအသိုင်းအဝိုင်းအားလည်း ကူညီပံ့ပိုးနိုင်ရန် ဦးစားပေးလုပ်ဆောင်လျှက် ရှိပါသည်။ ပညာရေးကဏ္ဍနှင့်ပါတ်သက်သော၊ ဌာနများ၊ ကလေးငယ်များနှင့်ပါတ်သက်သောအခန်းကဏ္ဍများ၊ လူမှုရေး၊ စီးပွားရေးအရ မပြည့်စုံသော ဒေသနှင့်ပါတ်ဝန်းကျင်အခြေအနေများကို MISY အနေဖြင့်သော်လည်းကောင်း၊ ကျောင်းသူ/သားများနှင့် ဆရာမိဘများအနေဖြင့်သော်လည်းကောင်း သိရှိနားလည်ခံစားတတ်၍ ပံ့ပိုးမှုပေးနိုင်စေရေး လုပ်ငန်းစဉ်များတွင်ပူးပေါင်းပါဝင်လုပ်ဆောင်လျှက်ရှိပါသည်။ MISYအနေဖြင့် အလှူငွေများ စုပေါင်းလှူဒါန်းမှုများအပြင်၊ နည်းပညာများဖြင့်လက်တွေ့ပါဝင်၍ ကူညီပံ့ပိုးပေးမှုများလည်း ပြုလုပ်ပေးလျှက်ရှိပါသည်။
ရန်ကုန်တိုင်းဒေသကြီးအတွင်းရှိ တချို့သောဘုန်းတော်ကြီးသင် စာသင်ကျောင်းများ၏ သင်ကြားမှု လိုအပ်ချက်များကိုရေရှည်ဖြည့်ဆည်းပေးရန်အတွက်၊ ၂၀၁၀ မှစ၍ ဆောင်ရွက်ခဲ့ပါသည်။ ၎င်းတို့မှာ-

- MISY ၏ ပြည်တွင်း၊ပြည်ပဆရာ/မ များမှ၊ အပတ်စဉ်ပို့ချမှုအစီအစဉ်များ။
- ကွန်ပြူတာသင်ကြားနိုင်ရန် ကွန်ပျူတာများပံ့ပိုးပေးခြင်း။
- ကျောင်းစာကြည့်တိုက်အားစတင်တည်ထောင်နိုင်ရန် လိုအပ်သော စာအုပ်များ၊ စားပွဲများ၊ ကုလားထိုင် များနှင့် စာအုပ်စင်များပံ့ပိုးပေးခြင်း။
- ဘုန်းတော်ကြီးသင်ပညာရေးကျောင်းမှ၊ ဆရာ/မများ၊ ကျောင်းသား/သူများMISYသို့ လာရောက်လေ့လာနိုင်ရန်ခရီးများ စီစဉ်ပေးခြင်းတို့ ဖြစ်ပါသည်။

နှစ်စဉ်အလိုက်လှူဒါန်းမှုများမှာ -

Year	Gift & Donation	Art Class Donation	Friends of MISY
2009-2010	2,928,030	-	-
2010-2011	2,643,929	-	-
2011-2012	1,282,770	-	-
2012-2013	5,312,000	-	-
2013-2014	4,424,712	-	-
2014-2015	1,965,025	1,400,000	-
2015-2016	2,560,114	1,290,000	-
2016-2017	2.500,000	-	2,070,000
Total	**21,116,582.5**	**2,690,000**	**2,070,000**

ကျောင်းသူ/ကျောင်းသားများအားကျောင်းသင်ခန်းစာအပြင်ပံ့ပိုးပေးမှုများ

၁၃။ပညာရေးထောက်ပံ့မှုအနေဖြင့် MISY သည် စီးပွားရေးလုပ်ငန်းတစ်ခုဖြစ်သော်လည်း၊ အကျိုးအမြတ်တစ်ခုတည်းအတွက်မဟုတ်ဘဲ၊ကျောင်းလခနှင့်ပတ်သက်၍အခက်အခဲရှိသူများကိုသင့်တင့်သည့် အထောက်အပံ့ပေးခြင်း၊ ပညာသင်ဆုအနေဖြင့် သတ်မှတ်ကျောင်းလခကို နှုန်းထားတစ်ခုအား လျော့ချပေးခြင်း၊ ဆရာ/မများနှင့်ဂန်ထမ်းများ၏သားသမီးများအားအခမဲ့ပညာသင်ခွင့်ပေးခြင်းများပြုလုပ်လျှက် ရှိပါသည်။

နှစ်စဉ်စာရင်းများအရ 2009-2017 အထိ MISY မှ ပညာရေးထောက်ပံ့မှုပေးထားသော ကျောင်းသားအရေအတွက်မှာ အောက်ပါအတိုင်းဖြစ်ပါသည်။

Myanmar International School Yangon

School Year	No. of FOC Students
2010-2011	13
2011-2012	13
2012-2013	13
2013-2014	18
2014-2015	22
2015-2016	22
2016-2017	23
2017-2018	18
Total	**142**

၁၄။ မိဘများ၏စီးပွားရေး၊လူမှုရေးအခြေအနေများကြောင့် MISY ရှိကျောင်းသူ/သားများ ပညာရေး အခက်အခဲမဖြစ်စေရန်အတွက်ငွေကြေးပမာဏနှင့်လျှော့ပေးလိုက်ရသောရရှိရန် ပမာဏ$157,128/-နှင့် နှစ်စဉ်ပံ့ပိုးလျက်ရှိသော ငွေကြေးပမာဏမှာ စုစုပေါင်းအနေဖြင့် $1,051,193/- ဖြစ်ပါသည်။

နိုင်ငံတကာပြိုင်ပွဲဖြစ်သော World Scholars's Cup ပြိုင်ပွဲများသို့ ဝင်ရောက်ယှဉ်ပြိုင်မှုရလဒ်များ

၁၅။ MISYမှ အသက် (၁၄) နှစ်အောက် ကျောင်းသား/သူများ ပါဝင်သော Julinor အသင်းနှင့် (၁၄) နှစ်အထက် Senior အသင်းများသည် ရန်ကုန်တွင် ကျင်းပယှဉ်ပြိုင်သော Local Round, South East Asia နိုင်ငံများတွင် ယှဉ်ပြိုင်သော Global Round တို့တွင် အဆင့်ဆင့်ယှဉ်ပြိုင်အောင်မြင်ပြီး နောက်ဆုံး အမေရိကန်နိုင်ငံ Yale University တွင် ပြုလုပ်သော Tournment of Champion အထိ နှစ်စဉ် ယှဉ်ပြိုင်ခဲ့ရာ ရရှိသော အောင်မြင်မှုရလဒ်များမှာ အောက်ပါအတိုင်းဖြစ်ပါသည်။

2017-18	Silver	Gold	Cup
Local Round in Yangon			
Senior	19	44	10
Junior	51	74	9
Global Round in Kuala Lumpur			
Senior	22	25	1
Junior	52	29	
Tournment of Champion at Yale University in November 2018			
Senior			
Junior			

World Scholar's Cup အတွက် ကူညီပံ့ပိုးပေးသော ငွေကြေးပမာဏမှာ အောက်ပါအတိုင်း ဖြစ်ပါသည်။

2015-2016	$ 2,280
2016-2017	$ 11,042
2017-2018	$ 26,220

ပြည်တွင်းကျောင်းများတွင်ယှဉ်ပြိုင်မှုများအတွက် ပံ့ပိုးမှုများပေးခြင်း။

၁၆။ ပြည်တွင်းရှိနိုင်ငံတကာကျောင်းများပူးပေါင်းပြုလုပ်သည့် အားကစားပြိုင်ပွဲများ၊ စာစီစာကုံးပြိုင်ပွဲများ၊ ဘာသာရပ်အလိုက်ပြိုင်ပွဲများဖြစ်သော Modern United Nation (MUN) ပြိုင်ပွဲများ၊ Poetry Slam ပြိုင်ပွဲများ ပန်းချီပြိုင်ပွဲများတွင်လည်း၊ MISY မှ ဆရာ/မများ၏ကြီးကြပ်မှုဖြင့်သွားရောက် ယှဉ်ပြိုင်ခြင်းများ ပြုလုပ်သည့်အပြင် MISY မှဦးဆောင်ကျင်းပခြင်းများလည်းပြုလုပ်ပါသည်။

Community Services of MISY

၁၇။ MISYကျောင်းသူ/သားများမှလည်းမိမိပါတ်ဝန်းကျင်လူ့အဖွဲ့အစည်းအတွက် လိုအပ်သောကူညီမှုများကို တစ်တပ်တစ်အား ဦးဆောင်မှုပြုခဲ့ပါသည်။ ကူညီရခြင်း၏ ရည်ရွယ်ချက်များမှာ

- တစ်နေ့တာ တတ်နိုင်သမျှကူညီလုပ်အားပေးနိုင်ရန်
- လူမှုအဖွဲ့အစည်းအတွက် မျှဝေဆောင်ရွက်တတ်သော စိတ်ဓာတ်များတိုးတတ်လာစေရန်
- ဘုန်းတော်ကြီးသင်ပညာရေးကျောင်းများ၊ သီလရှင်စာသင်တိုက်များ၊ ရှေးဟောင်းခရစ်ယာန်ဘုရားကျောင်းများ နှင့် မိဘမဲ့ကလေးကျောင်းများ စသည့် လူ့မှုရေးထောင့်အသီးသီးကို မိမိတတ်နိုင်သမျှ အဝတ်အစား၊ စာအုပ်များ၊ ပုံဆွဲစာအုပ်များ စသည်ဖြင့် လိုအပ်သော ပစ္စည်းများ လှူဒါန်းကာ ပိုမိုကောင်းမွန်သော လူ့အဖွဲ့အစည်း တည်ဆောက်နိုင်ရန် ဦးဆောင်မှုပြုခြင်းစသည့် ရည်ရွယ်ချက်တို့ဖြင့် အောက်ပါနေရာဌာနများကို ကူညီမှုများ ပြုခဲ့ပါသည်။
- Galilee's မိဘမဲ့ကလေးများ ဂေဟာ
- သုခကာရီ သီလရှင်စာသင်တိုက်
- ရွှေကျီးသာ ဘုန်းတော်ကြီးသင်ပညာရေးကျောင်း
- ကြို့ပင်ကောက် ဘုန်းတော်ကြီးသင်ပညာရေးကျောင်း
- Eden မသန်စွမ်းကလေးများ စင်တာ

- သီရိရတနာ မိဘမဲ့ကလေးများကျောင်း (ပြည်မြို့)
- ရန်ကင်းကလေးဆေးရုံကြီး
- မြန်မာအော်တစ်ဇင်အဖွဲ့အစည်း
- သုံးဆယ်မြို့မိုးကုတ်ဂိပသသနာတရားပြန့်ပွားရေးအဖွဲ့
- ၂၀၁၆ တွင် Elevel Media Group သို့ရေဘေးအတွက် ထောက်ပံ့ငွေလှူဒါန်းခြင်း
- မေတ္တာနန္ဒာဘုန်းတော်ကြီးသင်ပညာရေးကျောင်းနှင့် မိဘမဲ့ကျောင်းသို့ လှူဒါန်းခြင်း တို့ဖြစ်ပါသည်။

MISY IGCSE, AS & A Levels yearly result

၁၈။ ၂၀၁၀ IGCSE ဘာသာရပ် (၅) ခုသင်ကြားပေးနိုင်ခဲ့သော်လည်း၊ ယခု ၂၀၁၇-၁၈ တွင် (၁၈) ဘာသာရပ်အထိ တိုးမြှင့်သင်ကြားနိုင်ခဲ့ပါသည်။

သင်ကြားသည့် ဘာသာရပ်များမှာ

1. English Frist Language
2. English Second Language
3. English Literature
4. Coordinated Science
5. Biology
6. Physics
7. Chemistry
8. Business Study
9. Economics
10. Mathematics
11. Additional Mathematics
12. Global Perspective
13. History
14. Geography
15. Mandarin Language
16. Computer Science
17. ICT
18. Arts & Design

Myanmar International School Yangon

၂၀၀၉ မှ ၂၀၁၈ အထိ IGCSE ပြီးမြောက်အောင်မြင်သည့် ကျောင်းသား/သူများစာရင်း

အောင်မြင်သည့် ကျောင်းသား/သူများ အရေအတွက်	2010	2011	2012	2013	2014	2015	2016	2017	**Total**
	1	1	10	10	10	22	26	37	**117**

၂၀၁၀ AS နှင့် A Level တွင် ယခင် (၄) ဘာသာမှ ယခု (၁၀) ဘာသာအထိ တိုးမြှင့်သင်ကြားနိုင်ခဲ့ပါသည်။

သင်ကြားသည့် ဘာသာရပ်များမှာ

1. English Language
2. Mathematics
3. Biology
4. Chemistry
5. Physics
6. Business Study
7. Economics
8. Computer Science
9. Arts & Design
10. Geography

နှစ်အလိုက် AS နှင့် A Level အောင်မြင်သည့် ကျောင်းသား/သူများ အရေအတွက်									
AS/ A Level	2010	2011	2012	2013	2014	2015	2016	2017	**Total**
AS Level	-	1	2	3	6	8	10	11	**41**
A Level	-	-	4	6	8	8	8	8	**26**

Myanmar International School Yangon

2017-18 စာသင်နှစ်တွင် Year 13 အောင်မြင်ပြီးသောကျောင်းသူ/သားများ ဝင်ခွင့်ရသည့် နိုင်ငံတကာမှ တက္ကသိုလ်များ

- University of Arts London
- University of the West of England Bristol
- Sheffield Hollam University
- University College London
- King's College London
- University of Manchester
- University of Liverpool
- St. George's University of London
- University of Warwick
- University of Southern California
- Northeastern University
- American University
- Boston University
- University of California Irvine
- Middlesex University
- University of Sheffield
- Nexus Institute of Creative Arts
- San Diego State University
- California State University, Fullerton
- University of California, San Diego
- University of California, Davis
- City University of Hong Kong

Academic Links with parents and the community
ကျောင်းမှ မိဘများသို့ ပညာရေးဆိုင်ရာ ဆက်သွယ်ဆောင်ရွက်ချက်များ

ကျောင်းမှ မိဘများသို့ ပညာရေးဆိုင်ရာ ဆက်သွယ်ဆောင်ရွက်ချက်များမှာ

- News Letter ကို တစ်နှစ်လျှင် (၃) ကြိမ် ထုတ်ဝေခြင်း
- ကျောင်းသားမိဘလက်စွဲစာအုပ် ထုတ်ဝေခြင်း
- Coffee Mornings များ စီစဉ်၍ သင်ကြားရေး နည်းစနစ်များ မျှဝေခြင်း
- Parents - Teachers Association (PTA)
- Meet the Teachers Day

- International Day
- Letters to Home
- Report Cards
- Parents, Students and Teachers Conference များပြုလုပ်ခြင်းတို့ ဖြစ်ပါသည်။

Professional Development
ဆရာ/ဆရာမ ဝန်ထမ်းများ၏အရည်အသွေးများတိုးတက်ရန်အတွက်ပံ့ပိုးမှုများပေးခြင်း။

၁၉။ MISY အနေဖြင့်၊ အဖွဲ့အစည်းတစ်ခုလုံးတိုးတက်ရန်အတွက် ဝန်ထမ်းတစ်ဦးချင်းစီ၏ အရည်အသွေးများတိုးတက်မှုရှိရမည်ကို အထူးအလေးထားသည်နှင့်အညီ အုပ်စုလိုက်သော်လည်းကောင်း၊ တစ်ဦးချင်းစီသော်လည်းကောင်း၊ လိုအပ်သောပံ့ပိုးမှုများကိုပေးလျှက်ရှိပါသည်။ ကျောင်းတွင်းပံ့ပိုးမှု အစီအစဉ် များအပြင်၊ နိုင်ငံတကာပညာရေးအဖွဲ့အစည်းများမှလာရောက်ပို့ချခြင်း၊ ပညာရှင်တစ်ဦးချင်းအလိုက် ဖိတ်ခေါ် ပြီးပို့ချမှုပြုလုပ်စေခြင်း၊ လုပ်ငန်းခွင်နှင့်ပတ်သက်သော ဘာသာရပ်အလိုက်ထပ်ဆင့်အရည်အသွေးမြှင့်တင်မှုသင်ခန်းစာ များတက်ရောက်စေခြင်းတို့ကို စဉ်ဆက်မပြတ်ပံ့ပိုးပေးလျှက်ရှိပါသည်။ အဖွဲ့အစည်းတစ်ခု ရေရှည်အောင်မြင်တည်တံ့နိုင်စေရေးအတွက် ခေတ်နှင့်လိုက်လျောညီထွေမှုရှိသော နည်းပညာအသစ်များကို အဖွဲ့အစည်းတွင်းရှိ ဝန်ထမ်းတစ်ဦးချင်းစီမှ ပါဝင်စွမ်းဆောင်နိုင်ရန်သည် အရေးကြီးသည့် ကဏ္ဍဖြစ်သည်ကို ယုံကြည်မှု အပြည့်အဝရှိပါသည်။ ထို့ကြောင့် အောက်ပါဇယားမှာ နှစ်အလိုက် ပံ့ပိုးမှု ပေးသော ဆရာ/မများနှင့် သင်တန်းအရေအတွက်များ ဖြစ်ပါသည်။

Academic Years	Name	Trainings and Courses
2013	Teachers	Dyslexia Work Shop
2013	Nwe Ni Linn &Yan Win Aung	Attend Cambridge School Conference in Singapore
2014	David A. Schaefer	For Autism Workshop
2014	Tint Shwe Sin	For MA Course
2014	Ethan	Washington State University & Human Resource
2014	Sandra	For SEN Training
2014	Nawe Yee Min	AS/A Level PHYSICS
2014	Gile	For SEN Training
2014	Tint Shwe Sin	For MA Course

2015	Gile	For National SENCo Award Module
2015	Ethan	For Learning A-Z, Education Law & Data Based Decision Making
2015	Cornell	TLC training fees
2015		For Website Design &Development(E4)
2015	Moe Oo The' The'& The' The' Kyaw	IGCSE Maths Training
2016	Sandra	Training fees PECEi
2016	TLC Training	ASDAN Training Fee
2016	Kate Joicey	Cultures of Learning: Making Thinking Visible
2016	Louise, Nikola, Yan Win Aung, The' The' Kyaw	On line IGCSE Exam Trainings
2016	Amme Wheeler	EYFS & Key Stage 1 Leader
2016	Vaskar	A Level Biology
2016	Teacher Training	English teaching
2016	TLC Training	IELTS (Nov'15 to June'16)
2016	STAFF & TEACHER	2015-2016 Training
2016	Nu Nu Aye &Ei Ei Zin	EARCOS Conference
2017	TLC Training	IELTS (Sept'16 to June'17)

2017-18 School Year Professional Development

1. Stronge Effective Teacher & Leader Institute
2. Mastering Leadership And Management-Nov 1,2017
3. Maths-Primary Junior Course for Professional Development
4. Reach Out Myanmar course
5. IGCSE Maths(Bangkok)
6. AS/A2 Bio(Bangkok)
7. AS/A2 Bio(Bangkok) & AS/A2 Bio (Online)
8. ASC science technician course

9. Cambridge International AS & A Level Physics
10. Cambridge International AS & A Level Economics
11. Cambridge IGCSE Global Perspectives
12. Cambridge IGCSE Chinese (Mandarin) Foreign Language-Component 3 Speaking
13. Cambridge IGCSE Biology
14. IGCSE Geography
15. IGCSE History
16. IGCSE English
17. Teaching the new science curriculum:Physics
18. Science council membership fee
19. Apply approaches to special educational needs
20. TLC Training course
21. Certificate in English Language Teaching to Adults
22. Cambridge IGCSE Information and Communication Technology
23. Child Protection Program
24. Library workshop
25. Northampton

2017-18 စာသင်နှစ်တွင်အထက်ပါ သင်တန်းများကို ဝန်ထမ်းများ၏ အရည်အသွေး မြင့်မားရေး အတွက် တက်ရောက်စေခြင်း၊သင်တန်းများလာရောက်ပို့ချစေခြင်းများကို မူလတန်း၊ အလယ်တန်း၊ အထက်တန်းအဆင့်များအားလုံးတွင် ပံ့ပိုးပေးခဲ့ပါသည်။ ငွေကြေးပမာဏအားဖြင့် USD 9448.48 အသုံးပြုခဲ့ပါသည်။

School Social Committee and welfare for MISY staff

၂၀။ ကျောင်း၏ဝန်ထမ်းများဖြင့် ဖွဲ့စည်းထားသောSocial Committee မှဝန်ထမ်းများ သာယာပျော်ရွှင်ရေး အတွက် ကူညီပံ့ပိုးမှုပေးခြင်း။ MISY အနေဖြင့်၊ ဝန်ထမ်းများ၏ သာယာ ပျော်ရွှင်ရေးအတွက်၊ နှစ်စဉ် ကျပ် သိန်း(၇၀) ခန့်ကုန်ကျခံ၍၊ ဝန်ထမ်းအချင်းချင်း စည်းလုံး ညီညွတ်ရေး၊ရင်းနှီးချစ်ခင်မှုပိုမိုရရှိရေးတို့အတွက်ဦးတည်ချက်ဖြင့်ပံ့ပိုးမှုများပြုလုပ်ပေးထားပါသည်။ လုပ်သက်ရှည်ဝန်ထမ်းများကို ပြည်ပလေ့လာရေး ခရီးများပို့ခြင်း ဝန်ထမ်းအားလုံးကို နှစ်စဉ် ပြည်တွင်းလေ့လာရေး ခရီးပို့လွှတ်ခြင်းများကို ဆောင်ရွက်ပေးပါသည်။ MISY ဝန်ထမ်းများအား ဝန်ထမ်းဆောင်တွင် ထားရှိပေးပြီး နေ့စဉ်ကျောင်းမှ စီစဉ်ကျွေးမွေးပါ သည်။

လုပ်ငန်းခွင်သင်တန်းများနှင့် Seminars များကို လက်ခံကျင်းပပေးခြင်း

၂၁။ MISY သည် ကျောင်းဖြစ်သည်နှင့်အားလျော်စွာ မိမိအဖွဲ့အစည်း နှင့်ပါတ်ဝန်းကျင်ရှိ အဖွဲ့အစည်းများကိုပါလုပ်ငန်းခွင်ကျွမ်းကျင်မှုရရှိစေရန်သင်တန်းများနှင့် Seminars များကို အခါအားလျော်စွာ ပညာရှင်များ ဖိတ်ကြား၍ လက်ခံကျင်းပပေးလျှက်ရှိပါသည်။ ယခုချိန်အထိ ကျင်းပခဲ့သော လုပ်ငန်းခွင် သင်တန်းများမှာ အောက်ပါအတိုင်းဖြစ်ပါသည်။

Year	Organisation	Workshop
2013	Northampton University	Workshop Dyslexia
2013	Autism Association	Autism Awareness Workshop
2014	Myanmar TESOL	Teaching Strategies
2015	Northampton University	Autism Friendly school

MISY နှင့် ဆက်သွယ်လုပ်ကိုင်လျှက်ရှိသောပြည်ပ၊ ပညာရေးအဖွဲ့အစည်းများ၊ ကျောင်းများနှင့် အသုံးပြုလျှက်ရှိသော ပညာရေးအထောက်အကူပြုစနစ်များ

1.Cambridge Assessment International Education

Cambridge Assessment International Education သည် ဘာသာရပ်ဆိုင်ရာ ကျွမ်းကျင်သူများနှင့် ပညာရေးဆိုင်ရာ သုတေသနတို့ကိုအခြေခံ၍ ကျောင်းသား/သူများအား တိုးတတ်မှုအဆင့်တစ်ခုမှ နောက်တစ်ခုကို တတ်လှမ်းနိုင်စေသော အဆင့်မှီသင်ရိုးညွှန်းတမ်းများကို တစ်နှစ်ထက်တစ်နှစ် ပိုမိုကောင်းမွန်စေရန် လုပ်ဆောင်လျှက်ရှိပါသည်။ Cambridge Assessment International Education ၏ရည်ရွယ်ချက်မှာ နိုင်ငံတကာအဆင့်မှီပညာရေးကို သင်ယူနိုင်စေရေးနှင့် သင်ယူသူများကို ခေတ်မီကမ္ဘာတွင် ယုံကြည်မှုရှိသော တာဝန်ယူနိုင်သော၊ စဉ်းစားတွေးတောတတ်သော၊ စမ်းသစ်တီထွင်တတ်သော၊ တက်ကြွသော လူများဖြစ်စေရန် ကျောင်းများနှင့်ပူးပေါင်းကာ သင်ရိုးညွှန်းတမ်းများကို မြှင့်တင်လျှက်ရှိပါသည်။ ထို့ကြောင့် နှစ်စဉ်နိုင်ငံပေါင်း (၁၆၀)မှ ကျောင်း (၁၀၀၀၀) မှ ကျောင်းသားဦးရေ တစ်သန်းခန့်သည် မိမိတို့ အနာဂတ်ပိုမိုလှပကောင်းမွန်စေရန် Cambridge မှ နိုင်ငံတကာပညာရေးကို ဆည်းပူးသင်ကြားလျှက်ရှိပါသည်။MISY အား နိုင်ငံတကာအသိအမှတ်ပြု စာစစ်ဌာနတစ်ခုအဖြစ်အသိအမှတ်ပြုထားသောအဖွဲ့အစည်းလည်း ဖြစ်ပါသည်။

2. Village International Education (VIE)

ထိုင်းနိုင်ငံ၊ ဘန်ကောက်မြို့ရှိVillage International Education (VIE) သည် အထူးလိုအပ်ချက်ရှိသော ကလေးများကို သင်ကြားပေးသောကျောင်းဖြစ်ပါသည်။ Village မှ သင်ကြားသည့် နည်းပညာများကို MISY မှ ဆရာ/မ သွားရောက်လေ့လာပြီး Special Educational Needs ကျောင်းသားများကို ပြန်လည်သင်ကြား ပေးပါသည်။

3. Advanced Scheme Development and Accreditation Network (ASDAN)

Advanced Scheme Development and Accreditation Network (ASDAN) သင်ရိုးညွှန်းတမ်းသည် ပညာသင်ကြားရေးတွင် လိုအပ်ချက်ရှိသော ကလေးများအတွက် ပညာရေးအခွင့်အလမ်းများ ပံ့ပိုးပေးပြီး ၎င်းတို့၏ ကိုယ်ရည်ကိုယ်သွေးနှင့် ပေါင်းသင်းဆက်ဆံရေးအရည်အချင်းများ တိုးတတ်လာစေရန် MISY တွင်အသုံးပြုသင်ကြားလျှက်ရှိပါသည်။

4. The University of Northampton

MISY သည် The University of Northamptonမှ ပညာရှင်များကို ဖိတ်ကြားကာ ကျောင်းတွင်းနှင့်ပြင်ပမှSpecial Educational Needs ဆရာ/မများအား Dyslexia နှင့် Autism သင်ကြားရေးဆိုင်ရာလုပ်ငန်းခွင် သင်တန်းများ ပို့ချခဲ့ပါသည်။

5. The Council of International Schools (CIS)

MISY သည် လုပ်ငန်းရည်ရွယ်ချက်များ ပြည့်ဝစေရန်အတွက် ၂၀၁၈ တွင် The Council of International Schools (CIS) အဖွဲ့ဝင်အဖြစ် လျှောက်ထားနိုင်ရေး လုပ်ဆောင်ခဲ့ပါသည်။ (CIS) သည် နိုင်ငံတကာ ကျောင်းများ အဖွဲ့ဖြစ်သည့် (CIS) တွင် နိုင်ငံပေါင်း (၁၁၂) နိုင်ငံကို ကိုယ်စားပြုသည့် ကျောင်းပေါင်း (၇၁၁) နှင့် ကောလိပ်နှင့်တက္ကသိုလ် (၅၁၂)တို့ပါဝင်ပါသည်။

MISY ၏ လက်ရှိနှင့် အနာဂတ်လုပ်ငန်းစီမံကိန်းများ

Hospitality Institute of Asia

HIA (Hospitality Institute Of Asia) သည် Australia ရှိ Didasko Group မှသင်ရိုးညွှန်းတမ်းများ ဝယ်ယူပြီး အစားအသောက်နှင့်အသက်မွေးဝမ်းကျောင်းအထောက်အကူ သင်တန်းကျောင်းဖွင့်လှစ်လျှက်ရှိပါသည်။ သင်ကြားလျှက်ရှိသော ဘာသာရပ်များမှာ

- ဟိုတယ်အုပ်ချုပ်မှု ကျွမ်းကျင် ဒီပလိုမာ
- ခရီးသွားလုပ်ငန်း ၊ အုပ်ချုပ်မှုကျွမ်းကျင် ၊ ဒီပလိုမာ
- ကွန်ပျူတာသိပ္ပံ ကျွမ်းကျင် ဒီပလိုမာ
- ဓာတုကင်းလွတ်စိုက်ပျိုးရေးပညာကျွမ်းကျင်ဒီပလိုမာ သင်တန်းတို့ဖြစ်ပါသည်။

ဓာတုကင်းလွတ် စိုက်ပျိုးရေးလုပ်ငန်းခွဲ

MISY အနေဖြင့် ခေတ်အခြေအနေအရ လိုအပ်ချက်တစ်ခုဖြစ်လာသော ဓာတုဆေးဝါးသုံးစွဲမှု ကင်းလွတ်သော စိုက်ပျိုးရေးကို စတင်နေပြီး မိမိဝန်ထမ်းများ၊ ဝန်ထမ်းများ၏ မိသားစုများ ကျောင်းသားမိဘများ စားသုံးနိုင်ရေးအတွက် ဟင်းသီးဟင်းရွက်နှင့် စပါးစိုက်ခင်းများ စတင်ဆောင်ရွက်လျှက်ရှိပါသည်။

Special Educational Needs Centre

ပညာသင်ကြားရာတွင် လိုအပ်ချက်ရှိနေသော ကလေးများ အသက် (၃) နှစ် မှ (၁၈) နှစ် အထိကို တစ်ဦးချင်းစီ၏ကိုယ်စွမ်းကိုယ်စပေါ် မူတည်၍ သင်ယူမှု အခွင့်အရေး ပိုမိုရရှိစေရန်နှင့် မိမိကိုယ်ကို ရပ်တည်နိုင်စေရန်အတွက် သီးသန့် Special Educational Needs Centre ကို သာမန်မိသားစုများ လက်လှမ်းမှီသော နှုန်းထားတစ်ခုအဖြစ် လုပ်ငန်းဆောင်ရွက်သွားရန် ရှိပါသည်။

MISY

MYANMAR INTERNATIONAL SCHOOL YANGON

Curriculum

MISY Curriculum

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MISY Curriculum

MISY key stages

MISY student body is divided into groups:

Early Year Foundation Stage (Age 3-4 years old)

- Key stage 1 (Age 5 – 6 years old)
- Key stage 2 (Age 7 – 10 years old)
- Key stage 3 (Age 11 – 13 years old)
- Key stage 4 (Age 14 – 15 years old)
- Key stage 5 (Age 16 and above)

Early Years Foundation Stage (EYFS)

Aims

At MISY Nursery and Reception we follow the Early Years Foundation Stage English Curriculum. We work closely together to provide a caring and stimulating learning environment, and to meet the needs of each individual child. We want the children to enjoy their first experience of school life and enthusiastically begin their learning journey, by

- providing a secure and happy learning environment and promoting positive relationships;
- providing excellent foundations for learning that will go with them throughout school;
- promoting positive parent partnerships through good communication and joint learning opportunities.

English National Curriculum

The English National Curriculum for the Early Years defines seven areas of learning and development in the EYFS. These 7 areas are used to plan your child's learning and activities.

1. Communication and language
2. Physical development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

How we teach

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outdoors. Our professional understanding of teaching enables us to make sure that the activities are suited to your child's developmental state. The curriculum is designed for very young children, and is flexible so that we can follow your child's unique needs and interests.

Learning in the EYFS is play-based and there are a wide range of activities for the children to choose from. Learning opportunities and the use of resources are carefully planned to enable children to develop in a variety of ways. Stations in the classroom are dynamic and change regularly; they may include

- sand, water, dough, art, messy, puppet plays
- investigation, construction, maths
- reading, writing/mark making, listening, imaginative role play
- phonics lessons (three times a week starting in Reception)

Specialist Teachers, Educational Trips, Celebrations

Nursery and Reception children also attend Music, Computer, Physical Education (PE) and Art classes, all taught by specialist teachers. Reception children begin their reading journey with phonic lessons three times a week, following the Jolly Phonics programme.

Nursery and Reception classes go on educational trips which are linked to the unit of study, and join in schoolwide celebrations such as International Day, sports days and end of term performances.

Key stage 1 (Year 1 and Year 2)

Key Stage 1 at MISY consists of two year groups, Year 1 students are 5 years old at the beginning of the school year Year 2 students are 6 years old at the beginning of the school year

Each class is taught by an internationally experienced teacher supported by a well qualified assistant teacher.

Our Objectives

- To provide a secure and happy learning environment
- To promote positive relationships.
- To establish a love for learning that will go with them throughout school
- To help students develop good learning habits
- To help students recognize their own strengths

- To help children to develop an awareness and appreciation of the world around them
- To promote positive parent partnerships through good communication and joint learning opportunities

English National Curriculum

Students in Year 1 and 2 acquire knowledge and skills in line with the English National Curriculum adjusted to an international setting. We provide a varied, balanced and rich programme which fosters a love for learning that we hope your child will carry with them throughout their lives. We know that KS1 is a crucial stage in a child's school life.

The curriculum consists of the core subjects of:

- English and Mathematics which are taught every day
- Science, Geography and History, teach a broader understanding of the world
- Personal, Social and Health Education lessons (PSHE) teach students how to look after themselves in a rapidly changing society, on the web, physically, emotionally
- Computing, Music, Art and Myanmar classes are all taught by specialist teachers
- Mandarin classes start in Year 2
- Weekly library lessons encourage students to choose and take library books home and share them with their family.

After School Activities, Sports Coaching, Educational Trips and Celebrations

We run a programme of exciting after school activities and sports coaching which students are encouraged to sign up for each term.

All classes go on educational trips which are linked to the unit of study. Students join in school wide celebrations such as International Day, sports days, cultural Days and end of term performances.

Key stage 2 (KS2) of the English National Curriculum

Key Stage 2 starts in Year 3 and goes up to Year 6

Year 3 – students are 7 years old at the beginning of the academic year

Year 4 – students are 8 years old at the beginning of the academic year

Year 5 –students are 9 years old at the beginning of the academic year

Year 6 –students are 10 years old at the beginning of the academic year

Each class is taught by an internationally experienced teacher supported by a well-qualified assistant teacher.

Excellent Teaching

MISY international teachers and assistant teachers are well-qualified professionals and receive regular in-house training and professional development. Our teachers are enthusiastic, they love what they do, which means our students love to learn.

Objectives

- To acquire critical thinking skills
- To learn self-management
- To know how to communicate and develop social skills
- To provide a secure and happy learning environment
- To promote positive relationships
- To establish a love for learning that will go with them throughout school
- To help students develop good learning habits
- To help students recognize their own strengths
- To help students develop an awareness and appreciation of the world around them
- To promote positive parent partnerships through good communication and joint learning opportunities

English National Curriculum

Students in KS2 acquire knowledge and skills in line with National Curriculum of England. We provide a varied, balanced and rich programme which fosters a love for learning that we hope your child will carry with them throughout their lives. Through the acquisition of deeper knowledge and understanding, we also support the development of skills which transcend subject boundaries and are crucial not only for learning but for life.

The curriculum consists of the core subjects of English and Maths which are taught every day. Students gain a broader understanding of the world through subjects like Science, Geography and History. Students learn how to look after themselves in a rapidly changing society, not only on the web but also physically and emotionally through Personal, Social and Health Education (PSHE).

Computing, Music, Art, Physical Education (PE), Mandarin and Myanmar classes are taught by specialist teachers for all year groups. Students have a library lesson and are encouraged to choose library books and take them home each week.

Assessment

Every year our students sit a Progress Test to check their achievements against their peers in England. Parents receive a detailed to report outlining ways to support

their child. In Year 4 students take the CAT 4 Test to provide teachers information about learning styles.

English as an Additional Language The process of acquiring English is supported by the English as an Additional Language (EAL)department. If students arrive at MISY with limited English, they are required to takeadditional English classes as part of their school day. As their level of Englishimproves, these students are taken off the EAL programme. We assess their English Level using WIDA Tests.

After-School Activities, Sports and Educational Trips

We run a programme of exciting after-school activities and sports coaching which students are encouraged to sign up for each term.

All classes go on educational trips which are linked to the unit of study, and join in schoolwide celebrations such as International Day, sports days, Art Day and end-of-term performances.

Key stage 3 (Year 7 to 9)

The first three years of the secondary school form the third key stage (KS3) of the English National Curriculum. Here, students study a range of subjects, with an emphasis on the development of English Language skills. KS3 is an academically challenging course that prepares students for the IGCSE course in years 10 and 11. The subjects covered at KS3 are:

Subjects

- English
- Maths
- Science
- Myanmar
- Mandarin
- Geography
- History
- Computing
- Music
- Art
- Drama
- Physical Education

Student Learning and Assessment

At MISY every student is an individual and we endeavour to create activities that can access all of our students. Throughout KS3 student learning is assessed in a variety of different ways, some examples include: essays and other forms of written work, presentations, artistic representations of learning, research tasks, problem solving activities etc.

Life at MISY

The secondary section at MISY has a lot to be proud of:

- we have a wide selection of sports teams that compete with other schools in the Yangon area;
- for the past two years a group of students successfully participated in the World Scholars Cup (a general knowledge competition where students from all over the world compete);
- we participate in the Model United Nations (a complete mock-up of a real United Nations Conference where students are expected to make decisions about real-life world issues and present their ideas to their peers for discussion);
- the IGCSE and A-level results are consistently well above the world average;
- we have an outstanding music programme and regular music events;
- there are opportunities to develop your drama skills through school productions, last year students presented a very successful Cinderella performance.

English

For the large majority of our students English is not their first language. The process of acquiring English is supported by the English as an Additional Language (EAL) department. If students arrive at MISY with limited English they are required to take additional English classes as part of their school day. As the level of these students' English improves they are taken off the EAL programme and integrated fully into the main stream. Over time all of our students acquire an excellent level of academic and spoken English.

Key stage 4 (Year 10 and 11)

Key Stage 4 is made up of students that are normally between 14 and 16 years old. During these two years students will study a range of IGCSE subjects, some of which you have to do (compulsory) whilst others you can choose (optional). The subjects covered at KS4 are:

Compulsory subjects

English
Mathematics
Science (Physics, Chemistry and Biology)
Myanmar
Physical Education
Personal, Social and Health Education (PSHE)

Optional subjects

Art & Design
Business Studies
Economics
Geography
History
Computer Science
Information and Communication Technology
Additional Maths
Global Perspectives
Foreign Language Chinese

It is recommended that students choose a broad range of subjects so as to keep their options open at A-level. Students should be encouraged to choose subjects which they enjoy as they are most likely to achieve higher grades in these subjects.

IGCSEs

Apart from Myanmar, PE and PSHE, all the subjects listed in this leaflet lead onto IGCSE examinations. The University of Cambridge exams board in the UK sets these examinations. There are hundreds of International schools around the world that enter students for these examinations with thousands of students taking the exams each year. IGCSE examinations are an international version of the GCSE examinations taken by students in the UK.

IGCSEsare often your passport to further study: if you are going to stay on at school for A-levels your IGCSE grades are an important indicator of your ability and potential.

Student learning and assessment

At MISY every student is an individual and we endeavour to create activities that can access all of our students. Throughout KS4 student learning is assessed in a variety of different ways, some examples include: essays and other forms of written work, presentations, artistic representations of learning, research tasks, problem solving activities, examination etc.

English

For the large majority of our students English is not their first language. The process of acquiring English is supported by the English as an Additional Language (EAL) department. If students arrive at MISY with limited English they are required to take additional English classes as part of their school day. As the level of these students' English improves they are taken off the EAL programme and integrated fully into the main stream. Over time all of our students acquire an excellent level of academic and spoken English.

Key stage 5 (Year 12 and 13)

MISY Curriculum

At MISY we have a thriving and supportive sixth-form made up of Y12 and Y13 students who play a leading role in the school community and study for International A-level qualifications. The A-levels we offer here are certified by the Cambridge International, the same as our IGCSEs.

Examined subjects

We currently offer the following subjects at A-level. Almost all students study 4 subjects in Y12 and 3 subjects in Y13 (there is an option to take a fourth subject in Y13).

- Art and Design
- Biology
- Business Studies
- Chemistry
- Computer Science
- Economics
- English Language
- Geography
- Maths
- Physics

Non-examined subjects

At MISY we offer a range of additional subjects that develop a level of social and personal awareness in our 6th form students. Furthermore, these subjects support students in their applications to universities. The subjects are:

- Community Service (Project based work to support the school and the local community)
- PSHE (Personal, Social and Health Education)
- Physical Education

Student learning and assessment

At MISY every student is an individual and we endeavour to create activities that can access all of our students. Throughout KS5 student learning is assessed in a variety of different ways, some examples include: essays and other forms of written work, presentations, artistic representations of learning, research tasks, problem solving activities, examination etc.

Early Year Foundation Stage

Purpose of the Early Years Foundation Stage

At MISY, Nursery and Reception we follow the Early Years Foundation Stage English Curriculum. We work closely together to provide a caring and stimulating learning environment, and to meet the needs of each individual child. We want the children to enjoy their first experience of school life and enthusiastically begin their learning journey, by

- providing a secure and happy learning environment and promoting positive relationships;
- providing excellent foundations for learning that will go with them throughout school;
- promoting positive parent partnerships through good communication and joint learning opportunities.

English National Curriculum

The English National Curriculum for the Early Years defines seven areas of learning and development in the EYFS: 3 Primary Areas and 4 Specific Areas.

Primary

1. Communication and language
2. Physical development
3. Personal, social and emotional development

Specific

4. Literacy
5. Mathematics
6. Understating the world
7. Expressive arts and design

Nursery (age 3 years)

Communication and Language

- Involves children being provided with the opportunity to experience a language rich environment; develop confidence in expressing their wants, needs and feelings and being able to speak and listen in a variety of contexts.

Physical Development

- Involves children being encouraged to be interactive and active in their learning and develop control, coordination and movement. They are supported in understanding the importance of physical activity and how to make informed healthy choices at meal times.

Personal, Social and Emotional Development

- Involves supporting children in developing a strong, positive sense of themselves, and of others; form strong attachments and relationships and develop respect for others to develop their social skills and learn how to effectively manage their feelings. This area also supports the children in understanding appropriate behaviour and develops confidence in their own abilities.

Literacy

- Encourages children to link sounds and letters and begin to read and write. Children are given access to a wide range of reading materials to ignite their interest.

Mathematics

- Encourages opportunities to develop and improve counting skills, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, space and measures.

Understanding the World

- Involves supporting children in making sense of the world around them and their community by providing opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

- Enables children to explore and play with a wide range of media and materials, as well as encouraging the sharing of thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

When planning and guiding activities, practitioners will reflect upon the different ways that children learn and ensure they utilisethis within their practice. The Characteristics of Effective Learning are:

Playing and Exploring

- Supports children's engagement and investigation and to experience things through being willing to 'have a go'

Active Learning

- Supports children's motivation to learn by helping develop their concentration, ability and will to keep trying when challenges occur and celebration of completing a task.

Creating and Thinking Critically

- Supports children's thinking skills through developing ideas, making links between differing ideas and create strategies for completing a task.

Reception (age 4 years)

Communication and language development

Listening and Attention

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

Understanding

- Understands use of objects (e.g. "What do we use to cut things?')
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.'

Physical development

- Moving & Handling
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

Health & Self-care

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Personal, Social and Emotional Development

- Self-confidence & Self-awareness
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

Making Relationships

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Managing Feelings &Behaviour

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

Literacy

Reading

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.

- Handles books carefully
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Writing

- Sometimes gives meaning to marks as they draw and paint
- Ascribes meanings to marks that they see in different places.

Numeracy

Number

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
- Shows an interest in numerals in the environment.
    - Shows an interest in representing numbers.
    - Realises not only objects, but anything can be counted, including steps, claps or jumps.

Shape, Space & Measure

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.

- Uses positional language
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Understanding the World

People & Communities

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

The The World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment.

Technology

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

- Knows that information can be retrieved from computers

Expressive Arts and Design

- Exploring & Using Media & Materials
- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

Being Imaginative

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
- Uses available resources to create props to support role-play.

- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

How we teach

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outdoors. Our professional understanding of teaching enables us to make sure that the activities are suited to your child's developmental state. The curriculum is designed for very young children, and is flexible so that we can follow your child's unique needs and interests.

Learning in the EYFS is play-based and there are a wide range of activities for the children to choose from. Learning opportunities and the use of resources are carefully planned to enable children to develop in a variety of ways.

Stations in the classroom are dynamic and change regularly; they may include

- sand, water, dough, art, messy, puppet plays
- investigation, construction, maths
- reading, writing/mark making, listening, imaginative role play
- phonics lessons (three times a week starting in Reception)

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in MISY curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. MISY curriculum aims to ensure that all pupils:

read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language

MISY curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Requirements which underpin all aspects of spoken language across the six years of primary education form part of the curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation andglossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

School curriculum

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Teachers only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Spoken language – years 1 to 6

Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Key stage 1 – year 1

During year 1 teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Year 1 programme of study

Reading – word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases

- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing – transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English **Appendix 1**
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- clearly their understanding of what is read to them.

Writing – transcription

Pupils should be taught to:

- spell:
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing – composition

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Key stage 1 – year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also

be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2

programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Year 2 programme of study
Reading – word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
    - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - rawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing – transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

- spell by:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in **English Appendix 1**
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing – composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
    - writing narratives about personal experiences and those of others (real

and fictional)

  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in **English Appendix 2** by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the

progressive form

- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

- use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Lower key stage 2 – years 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech.

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme
of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Year 3 and 4programme of study
Reading – word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to

understand the meaning of new words they meet

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – comprehension

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning

- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing – transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing – composition

Pupils should be taught to:

- plan their writing by:
    - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
    - discussing and recording ideas
- draft and write by:
    - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
    - organising paragraphs around a theme
    - in narratives, creating settings, characters and plot
    - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
    - assessing the effectiveness of their own and others' writing and suggesting improvements
    - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
    - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
    - using the present perfect form of verbs in contrast to the past tense
    - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Upper key stage 2 – years 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and

writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Year 5 and 6 programme of study
Reading – word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in **English Appendix 1**, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

MISY Curriculum

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion

- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing – transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in **English Appendix 1**
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting
Writing – handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing – composition

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing

    - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
    - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
    - using passive verbs to affect the presentation of information in a sentence
    - using the perfect form of verbs to mark relationships of time and cause
    - using expanded noun phrases to convey complicated information concisely
    - using modal verbs or adverbs to indicate degrees of possibility
    - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
    - learning the grammar for years 5 and 6 in **English Appendix 2**
- indicate grammatical and other features by:
    - using commas to clarify meaning or avoid ambiguity in writing
    - using hyphens to avoid ambiguity
    - using brackets, dashes or commas to indicate parenthesis
    - using semi-colons, colons or dashes to mark boundaries between independent clauses
    - using a colon to introduce a list
    - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly

if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

Spelling – work for year 1

Revision of reception work

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Requirements	**Rules and guidance (non-statutory)**	**Example words (non-statutory)**
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz**and **ck** if they come straight after a single vowel letter in short words. **Exceptions**: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable	pocket, rabbit, carrot, thunder, sunset

	often have an unstressed syllable in which the vowel sound is unclear.	
-tch	The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions**: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as **–es**.	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	**–ing**and **–er**always add an extra syllable to the word and **–ed** sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **–ed**. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	**Rules and guidance (non-statutory)**	**Example words (non-statutory)**

ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	**ay** and **oy** are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a–e		made, came, same, take, safe
e–e		these, theme, complete
i–e		five, ride, like, time, side
o–e		home, those, woke, hope, hole
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as **u–e**.	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed *schwa* sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters **oo**, although the few that do are often words that primary children in year 1 will encounter, for example, *zoo*	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph **oa**is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in **ou**is *you*.	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as **u–e**, **ue**and **ew**. If words end in the /oo/ sound, **ue**and **ew**are more common spellings than **oo**.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried

ie (/iː/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Requirements	**Rules and guidance (non-statutory)**	**Example words (non-statutory)**
Words ending –y (/iː/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as **ph**in short everyday words (e.g. *fat*, *fill*, *fun*).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as **k**rather than as **c** before **e**, **i**and **y**.	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix **un–** is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house,

		our – and/or others, according to the programme used

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Requirements	**Rules and guidance (non-statutory)**	**Example words (non-statutory)**
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –**dge**straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge**at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw

The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The **–le** spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied …but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added.	hiking, hiked, hiker, nicer, nicest, shiny

	Exception: being.	
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful , –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily

	Exceptions: (1) *argument* (2) root words ending in –**y** with a consonant before it but only if the root word has more than one syllable.	
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can't – cannot*). *It's* means *it is* (e.g. *It's* raining) or sometimes *it has* (e.g. *It's* been raining), but *it's* is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

Common exception words	Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*. *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. **Note:** 'children' is not an exception to what has been taught so far but is included because of its relationship with child.

Spelling – work for year 3 and 4

Revision of work from year 1 and 2

Pay special attention to the rules for adding suffixes.
New work for years 3 and 4

Requirements	**Rules and guidance (non-statutory)**	**Example words (non-statutory)**
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener,

	consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below. Like **un–**, the prefixes **dis–** and **mis–** have negative meanings. The prefix **in–** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	 **dis–**: disappoint, disagree, disobey **mis–**: misbehave, mislead, misspell (mis + spell) **in–**: inactive, incorrect
	Before a root word starting with **l**, **in–** becomes **il**. Before a root word starting with **m** or **p**, **in–** becomes **im–**. Before a root word starting with **r**, **in–** becomes **ir–**. **re–** means 'again' or 'back'. **sub–** means 'under'.	illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible **re–**: redo, refresh, return, reappear, redecorate **sub–**: subdivide, subheading, submarine, submerge

	inter– means 'between' or 'among'. **super–** means 'above'. **anti–** means 'against'. **auto–** means 'self' or 'own'.	**inter–**: interact, intercity, international, interrelated (inter + related) **super–**: supermarket, superman, superstar **anti–**: antiseptic, anti-clockwise, antisocial **auto–**: autobiography, autograph
The suffix –ation	The suffix **–ation**is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly	The suffix **–ly**is added to an adjective to form an adverb. The rules already learnt still apply. The suffix **–ly**starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
	Exceptions: (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. (3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*.	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically

	(4) The words *truly*, *duly*, *wholly*.	
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion.	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te.	invention, injection, action, hesitation, completion expression, discussion,

	–ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.	confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in **–s**, but *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children's*).	girls', boys', babies', children's, men's, mice's (**Note:** singular proper nouns ending in an *s* use the 's suffix e.g. Cyprus's population)
Homophones and near-		accept/except,

homophones		affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Word list – years 3 and 4

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

Spelling – years 5 and 6 Revise work done in previous years New work for years 5 and 6		
Requirements	**Rules and guidance (non-statutory)**	**Example words (non-statutory)**
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –**ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *vice – vicious*, *grace – gracious*, *space – spacious*, *malice – malicious.* **Exception**: *anxious.*	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	**–cial**is common after a vowel letter and **–tial**after a consonant letter, but there are some exceptions. **Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	**Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.** **Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.** **There are many words,**	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance,

	however, where the above guidance does not help. These words just have to be learnt.	obedient, obedience, independent, independence
Words ending in –able and –ible Words ending in –ably and –ibly	The **–able/–ably** endings are far more common than the **–ible/–iblyendings.** As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**. If the **–able** ending is added to a word ending in **–ceor –ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their 'hard' sounds (as in *cap* and *gap*) before the **a** of the –**able** ending. The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –**ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i**in accordance with the rule. The **–ible**ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Adding suffixes beginning with vowel letters to words ending in –fer	The **r** is doubled if the –**fer**is still stressed when the ending is added.	referring, referred, referral, preferring, preferred, transferring, transferred

	The **r** is not doubled if the –**fer**is no longer stressed.	reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The '**i**before **e** except after **c**' rule applies to words where the sound spelt by **ei**is /i:/. **Exceptions**: *protein*, *caffeine*, *seize* (and *either* and *neither* if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	**ough**is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*, there was a /k/ sound before the /n/, and the **gh**used to represent the sound that 'ch' now represents in the Scottish word *loch*.	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	In the pairs of words opposite, nouns end –**ce**and verbs end –**se**. *Advice* and *advise* provide a useful clue as the word	advice/advise device/devise licence/license practice/practise prophecy/prophesy

	advise (verb) is pronounced with a /z/ sound – which could not be spelt **c**. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. *The weather may affect our plans*). effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means 'bring about' (e.g. *He will effect changes in the running of the business*). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun *series* – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*).	 farther: further father: a male parent guessed: past tense of the verb *guess* guest: visitor heard: past tense of the verb *hear* herd: a group of animals led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb 'pass' (e.g. *I passed him in the road*) precede: go in front of or before proceed: go on

Homophones and other words that are often confused (continued)	descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. *to draft in extra help*) draught: a current of air.	principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of *who is* or *who has* whose: belonging to someone (e.g. *Whose jacket is that?*)

Word list – years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*

criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government

individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

controversy
convenience
correspond
guarantee
harass
hindrance
identity
immediate(ly)
queue
recognise
recommend

International Phonetic Alphabet

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix (English Appendix 1). The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants		**Vowels**	
/b/	**b**ad	/ɑː/	f**a**ther, **ar**m
/d/	**d**og	/ɒ/	h**o**t
/ð/	**th**is	/æ/	c**a**t
/dʒ/	**g**em, **j**ug	/aɪ/	m**i**nd, f**i**n**e**, p**ie**, h**igh**
/f/	i**f**, pu**ff**, **ph**oto	/aʊ/	**ou**t, c**ow**
/g/	**g**um	/ɛ/	h**e**n, h**ea**d
/h/	**h**ow	/eɪ/	s**ay**, c**a**m**e**, b**ai**t
/j/	**y**es	/ɛə/	**air**
/k/	**c**at, che**ck**, **k**ey, s**ch**ool	/əʊ/	c**o**ld, b**oa**t, c**o**n**e**, bl**ow**
/l/	**l**eg, hi**ll**	/ɪ/	h**i**t
/m/	**m**an	/ɪə/	b**eer**
/n/	ma**n**	/iː/	sh**e**, b**ea**d, s**ee**, sch**e**m**e**, ch**ie**f
/ŋ/	si**ng**	/ɔː/	l**au**nch, r**aw**, b**or**n
/θ/	bo**th**	/ɔɪ/	c**oi**n, b**oy**
/p/	**p**et	/ʊ/	b**oo**k
/r/	**r**ed	/ʊə/	t**our**
/s/	**s**it, mi**ss**, **c**ell	/uː/	r**oo**m, y**ou**, bl**ue**, br**u**t**e**
/ʃ/	**sh**e, **ch**ef	/ʌ/	c**u**p
/t/	**t**ea	/ɜː/	f**er**n, t**ur**n, g**ir**l
/tʃ/	**ch**eck	/ə/	farm**er**

This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

English Appendix 2:
Vocabulary, grammar and punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the Requirement. The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice. All terms in **bold** should be understood with the meanings set out in the Glossary.

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	• Regular **plural noun suffixes** *–s* or *–es* [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun • **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*) • How the **prefix** *un–* changes the meaning of **verbs**

	and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]
Sentence	• How **words** can combine to make **sentences** • Joining **words** and joining **clauses** using *and*
Text	• Sequencing **sentences** to form short narratives
Punctuation	• Separation of **words** with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** • Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	• letter, capital letter • word, singular, plural • sentence • punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	• Formation of **nouns** using **suffixes** such as *–ness*, *–er*and by compounding [for example, *whiteboard*, *superman*] • Formation of **adjectives** using **suffixes** such as –*ful*, *–less* • (A fuller list of **suffixes** can be found on page 57 in the year 2 spelling section in English Appendix 1) • Use of the **suffixes** *–er*, *–est*in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**

Sentence	• **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) • Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] • **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
Text	• Correct choice and consistent use of **present tense** and **past tense** throughout writing • Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]
Punctuation	• Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** • Commas to separate items in a list • **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	• noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present) • apostrophe, comma

Year 3: Detail of content to be introduced (statutory requirement)	
Word	• Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]

	• Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] • **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	• Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
Text	• Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	• Introduction to inverted commas to **punctuate** direct speech

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	• preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter vowel, vowel letter • inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
Word	• The grammatical difference between **plural** and **possessive** *–s*

	• Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) • **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]
Text	• Use of paragraphs to organise ideas around a theme • Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	• Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] • **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] • Use of commas after **fronted adverbials**
Terminology for pupils	• determiner • pronoun, possessive pronoun • adverbial

Year 5: Detail of content to be introduced (statutory requirement)	
Word	• Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] • **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over–* and *re–*]

Sentence	• **Relative clauses** beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun • Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	• Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] • Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	• Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	• modal verb, relative pronoun • relative clause • parenthesis, bracket, dash

Year 6: Detail of content to be introduced (statutory requirement)	
Word	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] • How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	• Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags:

	He's your friend, isn't he?, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]

Year 6: Detail of content to be introduced (statutory requirement)	
Text	• Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	• Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] • Use of the colon to introduce a list and use of semi-colons within lists • **Punctuation** of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology for pupils	• subject, object • active, passive • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points

Key stage 3 subject content

Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - English literature, both pre-1914 and contemporary, including prose, poetry and drama
    - Shakespeare (two plays)
    - seminal world literature
  - choosing and reading books independently for challenge, interest and enjoyment.
  - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
  - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
  - making inferences and referring to evidence in the text
  - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
  - checking their understanding to make sure that what they have read makes sense.
- read critically through:
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
  - recognising a range of poetic conventions and understanding how these have been used
  - studying setting, plot, and characterisation, and the effects of these

- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

Writing

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
    - writing for a wide range of purposes and audiences, including:
        - well-structured formal expository and narrative essays
        - stories, scripts, poetry and other imaginative writing
        - notes and polished scripts for talks and presentations
        - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
    - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
    - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
    - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read through:
    - considering how their writing reflects the audiences and purposes for which it was intended
    - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
    - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and vocabulary

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
  - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
  - studying the effectiveness and impact of the grammatical features of the texts they read
  - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
  - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
  - using Standard English confidently in their own writing and speech
  - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.7

Spoken English

Pupils should be taught to:

- speak confidently and effectively, including through:
  - using Standard English confidently in a range of formal and informal contexts, including classroom discussion
  - giving short speeches and presentations, expressing their own ideas and keeping to the point
  - participating in formal debates and structured discussions, summarising and/or building on what has been said
  - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Teachers should refer to the Glossary that accompanies the programmes of study for English for their own information on the range of terms used within the programmes of study as a whole.

Glossary for the programmes of study for English

The following glossary includes all the technical grammatical terms used in the programmes of study for English, as well as others that might be useful. It is intended as an aid for teachers, not as the body of knowledge that should be learnt by pupils. Apart from a few which are used only in schools (for example, *root word*), the terms below are used with the meanings defined here in most modern books on English grammar. It is recognised that there are different schools of thought on grammar, but the terms defined here clarify those being used in the programmes of study. For further details, teachers should consult the many books that are available.

Terms in definitions

As in any tightly structured area of knowledge, grammar, vocabulary and spelling involve a network of technical concepts that help to define each other. Consequently, the definition of one concept builds on other concepts that are equally technical. Concepts that are defined elsewhere in the glossary are hyperlinked. For some concepts, the technical definition may be slightly different from the meaning that some teachers may have learnt at school or may have been using with their own pupils; in these cases, the more familiar meaning is also discussed.

Term	Guidance	Example
active voice	An active verb has its usual pattern of subject and object (in contrast with the passive).	Active: *The school arranged a visit.* Passive: *A visit was arranged* by the school.

adjective	The surest way to identify adjectives is by the ways they can be used: • before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or • after the verb *be*, as its complement. Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be. Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because verbs, nouns and adverbs can do the same thing.	*The pupils did some really good work.* [adjective used before a noun, to modify it] *Their work was good.* [adjective used after the verb *be*, as its complement] Not adjectives: *The lamp glowed.* [verb] *It was such a bright red!* [noun] *He spoke loudly.* [adverb] *It was a French grammar book.* [noun]
adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.	*Usha soon started snoring loudly.* [adverbs modifying the verbs *started* and *snoring*] *That match was really exciting!* [adverb modifying the adjective *exciting*] *We don't get to play games very often.* [adverb modifying the other adverb, *often*] *Fortunately, it didn't rain.* [adverb modifying the whole clause 'it didn't rain' by commenting on it] Not adverbs: ▪ *Usha went up the stairs.* [preposition phrase used as adverbial] ▪ *She finished her work*

		this evening. [noun phrase used as adverbial] ▪ *She finished when the teacher got cross.* [subordinate clause used as adverbial]
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	The *bus leaves in five minutes.* [preposition phrase as adverbial: modifies *leaves*] *She promised to see him last night.* [noun phrase modifying either *promised* or *see*, according to the intended meaning] *She worked until she had finished.* [subordinate clause as adverbial]
antonym	Two words are antonyms if their meanings are opposites.	*hot – cold* *light – dark* *light – heavy*
apostrophe	Apostrophes have two completely different uses: • showing the place of missing letters (e.g. *I'm* for *I am*) • marking possessives (e.g. *Hannah's mother*).	*I'm going out and I won't be long.* [showing missing letters] *Hannah's mother went to town in Justin's car.* [marking possessives]
article	The articles *the* (definite) and *a* or *an* (indefinite) are the most common type of determiner.	*The dog found a bone in an old box.*
auxiliary verb	The auxiliary verbs are: *be, have, do* and the modal verbs. They can be used to make questions and negative statements. In addition: ▪ *be*is used in the	*They are winning the match.* [*be* used in the progressive] *Have you finished your picture?* [*have* used to make a question, and the perfect]

	progressive and passive ▪ *have* is used in the perfect ▪ *do* is used to form questions and negative statements if no other auxiliary verb is present	*No, I don't know him.* [*do* used to make a negative; no other auxiliary is present] *Will you come with me or not?* [modal verb *will* used to make a question about the other person's willingness]
clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.	*It was raining.* [single-clause sentence] *It was raining but we were indoors.* [two finite clauses] *If you are coming to the party, please let us know.* [finite subordinate clause inside a finite main clause] *Usha went upstairs to play on her computer.* [non-finite clause]
cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.	**A visit** has been arranged for ***Year 6***, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. **This is an overnight visit**. The centre has beautiful grounds and *a nature trail*. During the afternoon, ***the children*** will follow *the trail*.
cohesive device	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. Some examples of cohesive devices are: ▪ determiners and pronouns, which can refer back to earlier words ▪ conjunctions and adverbs, which can make relations between words clear ▪ ellipsis of expected words.	*Julia's dad bought her a football. The football was expensive!* [determiner; refers us back to a particular football] *Joe was given a bike for Christmas. He liked it very much.* [the pronouns refer back to Joe and the bike] *We'll be going shopping before we go to the park.* [conjunction; makes a relationship of time clear] *I'm afraid we're going to*

		have to wait for the next train. *Meanwhile, we could have a cup of tea.* [adverb; refers back to the time of waiting] *Where are you going? [ ] To school!* [ellipsis of the expected words *I'm going*; links the answer back to the question]
complement	A verb's subject complement adds more information about its subject, and its object complement does the same for its object. Unlike the verb's object, its complement may be an adjective. The verb *be* normally has a complement.	*She is our teacher.* [adds more information about the subject, *she*] *They seem very competent.* [adds more information about the subject, *they*] *Learning makes me happy.* [adds more information about the object, *me*]
compound, compounding	A compound word contains at least two root words in its morphology; e.g. *whiteboard, superman*. Compounding is very important in English.	*blackbird, blow-dry, bookshop, ice-cream, English teacher, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow*
conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: ▪ co-ordinating conjunctions (e.g. *and*) link two words or phrases together as an equal pair ▪ subordinating conjunctions (e.g. *when*) introduce a subordinate clause.	*James bought a bat and ball.* [links the words *bat* and *ball* as an equal pair] *Kylie is young but she can kick the ball hard.* [links two clauses as an equal pair] *Everyone watches when Kyle does back-flips.* [introduces a subordinate clause] *Joe can't practise kicking because he's injured.* [introduce a subordinate clause]

consonant	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowel sounds.	/p/ [flow of air stopped by the lips, then released] /t/ [flow of air stopped by the tongue touching the roof of the mouth, then released] /f/ [flow of air obstructed by the bottom lip touching the top teeth] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]
continuous	See progressive	
co-ordinate, co-ordination	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. *and, but, or*). In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined. The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal.	***Susan** and **Amra**met in a café*. [links the words *Susan* and *Amra*as an equal pair] ***They talked** and **drank tea** for an hour.* [links two clauses as an equal pair] ***Susan got a bus** but **Amra walked**.* [links two clauses as an equal pair] Not co-ordination: *They ate before they met.* [*before* introduces a subordinate clause]
determiner	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are: ▪ articles (*the*, *a* or *an*) ▪ demonstratives (e.g. *this*, *those*) ▪ possessives (e.g. *my*, *your*) ▪ quantifiers (e.g. *some*, *every*).	*the home team* [article, specifies the team as known] *a good team* [article, specifies the team as unknown] *that pupil* [demonstrative, known] *Julia's parents* [possessive, known] *some big boys* [quantifier, unknown] Contrast: *home the team, big some boys* [both incorrect, because the determiner should come before other modifiers]

digraph	A type of grapheme where two letters represent one phoneme. Sometimes, these two letters are not next to one another; this is called a split digraph.	The digraph *ea*in *each* is pronounced /i:/. The digraph *sh*in *shed* is pronounced /ʃ/. The split digraph *i–e* in *line* is pronounced /aɪ/.
ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable.	*Frankie waved to Ivana and she watched her drive away.* *She did it because she wanted to do it.*
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.	The word *school* was borrowed from a Greek word *ó÷ïëÞ*(*skholé*) meaning 'leisure'. The word *verb* comes from Latin *verbum*, meaning 'word'. The word *mutton* comes from French *mouton*, meaning 'sheep'.
finite verb	Every sentence typically has at least one verb which is either past or present tense. Such verbs are called 'finite'. The imperative verb in a command is also finite. Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.	*Lizzie does the dishes every day.* [present tense] *Even Hana did the dishes yesterday.* [past tense] *Do the dishes, Naser!* [imperative] Not finite verbs: ▪ *I have done them.* [combined with the finite verb *have*] ▪ *I will do them.* [combined with the finite verb *will*] ▪ *I want to do them!* [combined with the finite verb *want*]
fronting, fronted	A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an adverbial	*Before we begin, make sure you've got a pencil.* [Without fronting: *Make sure you've got a pencil before we begin.*] *The day after tomorrow, I'm visiting my granddad.*

	which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	[Without fronting: *I'm visiting my granddad the day after tomorrow.*]
future	Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a present-tense verb. See also tense. Unlike many other languages (such as French, Spanish or Italian), English has no distinct 'future tense' form of the verb comparable with its present and past tenses.	*He will leave tomorrow.* [present-tense *will* followed by infinitive *leave*] *He may leave tomorrow.* [present-tense *may* followed by infinitive *leave*] *He leaves tomorrow.* [present-tense *leaves*] *He is going to leave tomorrow.* [present tense *is* followed by *going to* plus the infinitive *leave*]
GPC	See grapheme-phoneme correspondences.	
grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word.	*The grapheme t in the words ten, bet and ate corresponds to the phoneme /t/. The grapheme ph in the word dolphin corresponds to the phoneme /f/.*
grapheme-phoneme correspondences	The links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.	*The grapheme s corresponds to the phoneme /s/ in the word see, but… …it corresponds to the phoneme /z/ in the word easy.*
head	See phrase.	
homonym	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	*Has he left yet? Yes – he went through the door on the left. The noise a dog makes is called a bark. Trees have bark.*

homophone	Two different words are homophones if they sound exactly the same when pronounced.	*hear, here* *some, sum*
infinitive	A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. *walk, be*). Infinitives are often used: ▪ after *to* ▪ after modal verbs.	*I want to walk.* *I will be quiet.*
inflection	When we add *-ed* to *walk*, or change *mouse* to *mice*, this change of morphology produces an inflection ('bending') of the basic word which has special grammar (e.g. past tense or plural). In contrast, adding *-er*to *walk* produces a completely different word, *walker*, which is part of the same word family. Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.	*dogs* is an inflection of *dog.* *went* is an inflection of *go.* *better* is an inflection of *good.*
intransitive verb	A verb which does not need an object in a sentence to complete its meaning is described as intransitive. See 'transitive verb'.	*We all laughed.* *We would like to stay longer, but we must leave.*
main clause	A sentence contains at least one clause which is not a subordinate clause; such a clause is a main clause. A main clause may contain any number of subordinate clauses.	*It was raining but the sun was shining.* [two main clauses] *The man **who wrote it** told me **that it was true**.* [one main clause containing two subordinate clauses.] *She said, "It rained all day."* [one main clause containing another.]

modal verb	Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are *will, would, can, could, may, might, shall, should, must* and *ought*. A modal verb only has finite forms and has no suffixes (e.g. *I sing – he sings*, but not *I must – he musts*).	*I can do this maths work by myself.* *This ride may be too scary for you!* *You should help your little brother.* *Is it going to rain? Yes, it might.* *Canning swim is important.* [not possible because *can* must be finite; contrast: *Being able to swim is important*, where *being* is not a modal verb]
modify, modifier	One word or phrase modifies another by making its meaning more specific. Because the two words make a phrase, the 'modifier' is normally close to the modified word.	In the phrase *primary-school teacher*: ▪ *teacher* is modified by *primary-school* (to mean a specific kind of teacher) ▪ *school* is modified by *primary* (to mean a specific kind of school).
morphology	A word's morphology is its internal make-up in terms of root words and suffixes or prefixes, as well as other kinds of change such as the change of *mouse* to *mice*. Morphology may be used to produce different inflections of the same word (e.g. *boy – boys*), or entirely new words (e.g. *boy – boyish*) belonging to the same word family. A word that contains two or more root words is a compound (e.g. *news+paper, ice+cream*).	*dogs* has the morphological make-up: *dog* + *s.* *unhelpfulness* has the morphological make-up: *unhelpful* + *ness* ▪ where *unhelpful* = *un* + *helpful* ▪ and *helpful* = *help* + *ful*

noun	The surest way to identify nouns is by the ways they can be used after determiners such as *the*: for example, most nouns will fit into the frame "The __ matters/matter." Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions. Nouns may be classified as **common** (e.g. *boy, day*) or **proper** (e.g. *Ivan, Wednesday*), and also as **countable** (e.g. *thing, boy*) or **non-countable** (e.g. *stuff, money*). These classes can be recognised by the determiners they combine with.	*Our dog bit the burglar on his behind!* *My big brother did an amazing jump on his skateboard.* *Actions speak louder than words.* Not nouns: ▪ *He's behind you!* [this names a place, but is a preposition, not a noun] ▪ *She can jump so high!* [this names an action, but is a verb, not a noun] common, countable: *a book, books, two chocolates, one day, fewer ideas* common, non-countable: *money, some chocolate, less imagination* proper, countable: *Marilyn, London, Wednesday*
noun phrase	A noun phrase is a phrase with a noun as its head, e.g. *some foxes, foxes with bushy tails*. Some grammarians recognise one-word phrases, so that *foxes are multiplying* would contain the noun *foxes* acting as the head of the noun phrase *foxes*.	*Adult foxes can jump.* [*adult* modifies *foxes*, so *adult* belongs to the noun phrase] *Almost all healthy adult foxes in this area can jump.* [all the other words help to modify *foxes*, so they all belong to the noun phrase]
object	An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon. Objects can be turned into the subject of a passive verb, and cannot be	*Year 2 designed puppets.* [noun acting as object] *I like that.* [pronoun acting as object] Some people suggested a pretty display. [noun phrase acting as object] Contrast: ▪ *A display was*

	adjectives (contrast with complements).	*suggested.* [object of active verb becomes the subject of the passive verb] ▪ *Year 2 designed pretty.* [incorrect, because adjectives cannot be objects]
participle	Verbs in English have two participles, called 'present participle' (e.g. *walking, taking*) and 'past participle' (e.g. *walked, taken*). Unfortunately, these terms can be confusing to learners, because: ▪ they don't necessarily have anything to do with present or past time ▪ although past participles are used as perfects (e.g. *has eaten*) they are also used as passives (e.g. *was eaten*).	*He is walking to school.* [present participle in a progressive] *He has taken the bus to school.* [past participle in a perfect] *The photo was taken in the rain.* [past participle in a passive]
passive	The sentence *It was eaten by our dog* is the passive of *Our dog ate it*. A passive is recognisable from: ▪ the past participle form *eaten* ▪ the normal object (*it*) turned into the subject ▪ the normal subject (*our dog*) turned into an optional preposition phrase with *by* as its head ▪ the verb *be*(*was*), or some other verb such as *get*. Contrast active. A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.	*A visit was arranged by the school.* *Our cat got run over by a bus.* Active versions: ▪ *The school arranged a visit.* ▪ *A bus ran over our cat.* Not passive: ▪ *He received a warning.* [past tense, active *received*] ▪ *We had an accident.* [past tense, active *had*]
past tense	talk about the past	*Tom and Chris showed*

	• talk about imagined situations • make a request sound more polite. Most verbs take a suffix –*ed*, to form their past tense, but many commonly-used verbs are irregular. See also tense.	*me their new TV.* [names an event in the past] *Antonio went on holiday to Brazil.* [names an event in the past; irregular past of *go*] *I wish I had a puppy.* [names an imagined situation, not a situation in the past] *I was hoping you'd help tomorrow.* [makes an implied request sound more polite]
perfect	The perfect form of a verb generally calls attention to the consequences of a prior event; for example, *he has gone to lunch* implies that he is still away, in contrast with *he went to lunch*. 'Had gone to lunch' takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by: ▪ turning the verb into its past participle inflection ▪ adding a form of the verb *have* before it. It can also be combined with the progressive (e.g. *he has been going*).	*She has downloaded some songs.* [present perfect; now she has some songs] *I had eaten lunch when you came.* [past perfect; I wasn't hungry when you came]
phoneme	A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example: ▪ /t/ contrasts with /k/ to signal the difference between *tap* and *cap* ▪ /t/ contrasts with /l/ to signal the difference between *bought* and *ball.* It is this contrast in meaning that tells us there	The word *cat* has three letters and three phonemes: /kæt/ The word *catch* has five letters and three phonemes: /katʃ/ The word *caught* has six letters and three phonemes: /kɔ:t/

	are two distinct phonemes at work. There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme.	
phrase	A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the 'head'. The phrase is a noun phrase if its head is a noun, a preposition phrase if its head is a preposition, and so on; but if the head is a verb, the phrase is called a clause. Phrases can be made up of other phrases.	*She waved to her mother.* [a noun phrase, with the noun *mother* as its head] *She waved to her mother.* [a preposition phrase, with the preposition *to* as its head] *She waved to her mother.* [a clause, with the verb *waved* as its head]
plural	A plural noun normally has a suffix *–s* or –es and means 'more than one'. There are a few nouns with different morphology in the plural (e.g. *mice, formulae*).	*dogs* [more than one dog]; *boxes* [more than one box] *mice* [more than one mouse]
possessive	A possessive can be: ▪ a noun followed by an apostrophe, with or without *s* ▪ a possessive pronoun. The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a determiner.	*Tariq's book* [Tariq has the book] *The boys' arrival* [the boys arrive] *His obituary* [the obituary is about him] *That essay is mine.* [I wrote the essay]
prefix	A prefix is added at the beginning of a word in order to turn it into another word.	*overtake, disappear*

	Contrast suffix.	
preposition	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like *before* or *since* can act either as prepositions or as conjunctions.	*Tom waved goodbye to Christy. She'll be back from Australia in two weeks.* *I haven't seen my dog since this morning.* Contrast: *I'm going, since no-one wants me here!* [conjunction: links two clauses]
preposition phrase	A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.	*He was in bed.* *I met them after the party.*
present tense	Verbs in the present tense are commonly used to: ▪ talk about the present ▪ talk about the future. They may take a suffix *–s* (depending on the subject). See also tense.	*Jamal goes to the pool every day.* [describes a habit that exists now] *He can swim.* [describes a state that is true now] *The bus arrives at three.* [scheduled now] *My friends are coming to play.* [describes a plan in progress now]
progressive	The progressive (also known as the 'continuous') form of a verb generally describes events in progress. It is formed by combining the verb's present participle (e.g. *singing*) with a form of the verb *be* (e.g. *he was singing*). The progressive can also be combined with the perfect (e.g. *he has been singing*).	*Michael is singing in the store room.* [present progressive] *Amanda was making a patchwork quilt.* [past progressive] *Usha had been practising for an hour when I called.* [past perfect progressive]

pronoun	Pronouns are normally used like nouns, except that: ▪ they are grammatically more specialised ▪ it is harder to modify them In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.	***Amanda*** *waved to* ***Michael****.* ***She*** *waved to* ***him****.* ***John's*** *mother is over there.* ***His*** *mother is over there.* *The* ***visit*** *will be an overnight* ***visit****.* ***This*** *will be an overnight* ***visit****.* ***Simon*** *is the person:* ***Simon*** *broke it.* ***He*** *is the one* ***who*** *broke it.*
punctuation	Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - – ( ) " " ' ', and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate sentence boundaries.	*"I'm going out, Usha, and I won't be long," Mum said.*
Received Pronunciation	Received Pronunciation (often abbreviated to RP) is an accent which is used only by a small minority of English speakers in England. It is not associated with any one region. Because of its regional neutrality, it is the accent which is generally shown in dictionaries in the UK (but not, of course, in the USA). RP has no special status in the curriculum.	

register	Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar. Registers are 'varieties' of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.	*I regret to inform you that Mr Joseph Smith has passed away.* [formal letter] *Have you heard that Joe has died?* [casual speech] *Joe falls down and dies, centre stage.* [stage direction]
relative clause	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as *who* or *that* to refer back to that noun, though the relative pronoun *that* is often omitted. A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun. In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.	*That's the **boy who** lives near school.* [*who* refers back to *boy*] *The **prize that** I won was a book.* [*that* refers back to *prize*] *The **prize** I won was a book.* [the pronoun *that* is omitted] ***Tom broke the game, which** annoyed Ali.* [*which* refers back to the whole clause]
root word	Morphology breaks words down into root words, which can stand alone, and suffixes or prefixes which can't. For example, *help* is the root word for other words in its word family such as *helpful* and *helpless*, and also for its inflections such as *helping.* Compound words (e.g. *help-desk*) contain two or more root words. When looking in a dictionary, we	*played* [the root word is *play*] *unfair* [the root word is *fair*] *football* [the root words are *foot* and *ball*]

	sometimes have to look for the root word (or words) of the word we are interested in.	
schwa	The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English. It is written as /ə/ in the International Phonetic Alphabet. In the English writing system, it can be written in many different ways.	/əlɒŋ/ [*along*] /bʌtə/ [*butter*] /dɒktə/ [*doctor*]
sentence	A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence. The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward. The terms **'single-clause sentence**' and **'multi-clause sentence**' may be more helpful.	*John went to his friend's house. He stayed there till tea-time.* *John went to his friend's house, he stayed there till tea-time.* [This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.] *You are my friend.* [statement] *Are you my friend?* [question] *Be my friend!* [command] *What a good friend you are!* [exclamation] *Ali went home on his bike to his goldfish and his current library book about pets.* [single-clause sentence] *She went shopping but took back everything she had bought because she didn't like any of it.* [multi-clause sentence]

split digraph	See digraph.	
Standard English	Standard English can be recognised by the use of a very small range of forms such as *those books, I did it* and *I wasn't doing anything* (rather than their non-Standard equivalents); it is not limited to any particular accent. It is the variety of English which is used, with only minor variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most registers. The aim of the curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.	*I did it because they were not willing to undertake any more work on those houses.* [formal Standard English] *I did it cos they wouldn't do any more work on those houses.* [casual Standard English] *I done it cos they wouldn't do no more work on them houses.* [casual non-Standard English]
stress	A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	*about* *visit*
subject	The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is: ▪ just before the verb in a statement ▪ just after the auxiliary verb, in a question. Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. *I am, you are*).	*Rula's mother went out.* *That is uncertain.* *The children will study the animals.* *Will the children study the animals?*

subjunctive	In some languages, the inflections of a verb include a large range of special forms which are used typically in subordinate clauses, and are called 'subjunctives'. English has very few such forms and those it has tend to be used in rather formal styles.	*The school requires that all pupils be honest.* *The school rules demand that pupils not enter the gym at lunchtime.* *If Zoë were the class president, things would be much better.*
subordinate, subordination	A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example: ▪ an adjective is subordinate to the noun it modifies ▪ subjects and objects are subordinate to their verbs. Subordination is much more common than the equal relationship of co-ordination. See also subordinate clause.	*big dogs* [*big* is subordinate to *dogs*] *Big dogs need long walks.* [*big dogs* and *long walks* are subordinate to *need*] *We can watch TV when we've finished.* [*when we've finished* is subordinate to *watch*]
subordinate clause	A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in *The apple that I ate was sour*, the clause *that I ate* is subordinate to *apple* (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in *It was sour but looked very tasty.* (Contrast: main clause) However, clauses that are directly quoted as direct speech are not subordinate	*That's the street where Ben lives.* [relative clause; modifies *street*] *He watched her as she disappeared.* [adverbial; modifies *watched*] *What you said was very nice.* [acts as subject of *was*] *She noticed an hour had passed.* [acts as object of *noticed*] Not subordinate: *He shouted, "Look out!"*

	clauses.	
suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word. Contrast prefix.	*call – called* *teach – teacher* [turns a verb into a noun] *terror – terrorise*[turns a noun into a verb] *green – greenish* [leaves word class unchanged]
syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.	*Cat* has one syllable. *Fairy* has two syllables. *Hippopotamus* has five syllables.
synonym	Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym.	*talk – speak* *old – elderly*
tense	In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense. (See also: future.) The simple tenses (present and past) may be combined in English with the perfect and progressive.	*He studies.* [present tense – present time] *He studied yesterday.* [past tense – past time] *He studies tomorrow, or else!* [present tense – future time] *He may study tomorrow.* [present tense + infinitive – future time] *He plans to study tomorrow.* [present tense + infinitive – future time] *If he studied tomorrow, he'd see the difference!* [past tense – imagined future] Contrast three distinct tense forms in Spanish: ▪ *Estudia.* [present tense]

		▪ *Estudió.* [past tense] ▪ *Estudiará.* [future tense]
transitive verb	A transitive verb takes at least one object in a sentence to complete its meaning, in contrast to an intransitive verb, which does not.	*He loves Juliet.* *She understands English grammar.*
trigraph	A type of grapheme where three letters represent one phoneme.	*High, pure, patch, hedge*
unstressed	See stressed.	
verb	The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future). Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions). Moreover many verbs name states or feelings rather than actions. Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events.	*He lives in Birmingham.* [present tense] *The teacher wrote a song for the class.* [past tense] *He likes chocolate.* [present tense; not an action] *He knew my father.* [past tense; not an action] Not verbs: ▪ *The walk to Halina's house will take an hour.* [noun] ▪ *All that surfing makes Morwenna so sleepy!* [noun]
vowel	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. Vowels can form syllables by themselves, or they may combine with consonants. In the English writing system, the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowels.	

word	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces. Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. *well-built, he's*).	*headteacher* or *head teacher* [can be written with or without a space] *I'm* going out. *9.30 am*
word class	Every word belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction. Word classes are sometimes called 'parts of speech'.	
word family	The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.	*teach – teacher* *extend – extent – extensive* *grammar – grammatical – grammarian*

Key stage 3 subject content

Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
    - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
        - English literature, both pre-1914 and contemporary, including prose, poetry and drama
        - Shakespeare (two plays)
        - seminal world literature
    - choosing and reading books independently for challenge, interest and enjoyment.
    - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
    - understand increasingly challenging texts through:
        - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
        - making inferences and referring to evidence in the text
        - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
        - checking their understanding to make sure that what they have read makes sense.
    - read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

Writing

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
  - writing for a wide range of purposes and audiences, including:
    - well-structured formal expository and narrative essays
    - stories, scripts, poetry and other imaginative writing
    - notes and polished scripts for talks and presentations
    - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
  - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
  - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read through:
  - considering how their writing reflects the audiences and purposes for which it was intended
  - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
  - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and vocabulary

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
  - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
  - studying the effectiveness and impact of the grammatical features of the texts they read
  - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
  - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
  - using Standard English confidently in their own writing and speech
  - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English

Pupils should be taught to:

- speak confidently and effectively, including through:
  - using Standard English confidently in a range of formal and informal contexts, including classroom discussion

- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Key stage 4 (IGCSE)

English as First Language

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to enable learners to:

- understand and respond to what they hear, read and experience
- communicate accurately, appropriately, confidently and effectively
- enjoy and appreciate a variety of language
- complement their ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- promote personal development and an understanding of themselves and others.

Content

Cambridge IGCSE First Language English offers candidates the opportunity to respond knowledgeably to a rich array of reading passages. Candidates will use some of these passages to inform and inspire their own writing, and write in a range of text types for different audiences.

Candidates also have the opportunity to develop both their speaking and listening skills, presenting to others and responding to feedback and questions. Candidates are able to develop a range of skills in organising content and adapting their written and spoken language to meet the needs of the purpose and audience.

Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

English as Second Language

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

Content

Cambridge IGCSE English as a Second Language offers candidates the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Learners will engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

Cambridge IGCSE English as a Second Language will enable learners to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts.

Key stage 5 (GCE A Level)
English as First Language

About the syllabus

Successful English Language learners develop an understanding and enjoyment of a wide variety of different texts, both written and spoken. They gain pleasure and awareness of how language works in different ways,for different purposes and for different audiences. In addition, they gain skills for life, including:

- the ability to appreciate how different texts are shaped by their language and style

- skills in creating their own imaginative and persuasive writing for different purposes and audiences
- skills in researching, selecting and shaping information from different sources
- the ability to analyse and compare written and spoken texts in close detail.

Key concepts

Of the concepts that are important to the study of English Language at this level, we have identified the following as key. As a teacher, you will refer to these concepts, which can serve as tools to understand both familiar and unfamiliar written and spoken texts. The Scheme of Work suggests how these concepts can help with teaching.

- When we say the characteristics of **written and spoken texts**, we are referring to the ways in which constructed and spontaneous language are either consciously or unconsciously formed and shaped by different means for a variety of purposes and effects.
- **Structure**refers to the organisation of a text or passage, its shape and development and how this contributes to meaning and effect: for example, the way in which a written passage or spoken language may develop using different techniques and moods.
- **Context**refers to the relationship between a text and its background – for example, historical, social, cultural, and economic – and the ways in which it may influence the meaning and interpretation of a particular extract.
- By the features of **imaginative writing**, we mean the ingredients which may help to form different types of creative responses: for example, these may include aspects of structure (such as the opening to a short story) and particular linguistic skills and forms of expression (for example, establishing character and motivation; varying sentence structures; selecting effective vocabulary for different purposes).
- The features of **persuasive and argumentative writing** encompass the different techniques and devices employed in conveying points of view, exemplification and cohesive reasoning in different formats (for example,

newspaper articles, magazine features, letters, diaries, scripted speeches) for different types of **audiences**(such as those based on age or interest).

- The features of **spontaneous speech** include: their differences to shaped and scripted speeches and dialogue; the characteristics which mark spontaneous speech out (for example, hesitation, fillers, use of non-standard grammar) as being unrehearsed.
- **Language acquisition**refers here to the ways in which children and teenagers learn to recognise,understand and construct language at different times in their development. It also explores how these processes shape their different uses of both written and spoken language as they grow.
- When we refer to **spoken language and social groups**, we mean the ways in which different groups (defined, for example, by gender, occupation, age or culture) construct language (with its own terms,sounds, vocabulary and expression) to form a distinct identity of their own (for example, to include or exclude others or to create power and status).
- Issues raised by **global English** refer to different debates about and reactions and attitudes to the rise of English as an 'international' means of communication, its cultural effects, the varieties of English created, its impact on local languages in terms of speech and writing and the threat it may pose to such languages.

Mathematics

Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

MISY curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should

always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Information and communication technology (ICT)

Calculators should not be used as a substitute for good written and mental arithmetic. They should therefore only be introduced near the end of key stage 2 to support pupils' conceptual understanding and exploration of more complex number problems, if written and mental arithmetic are secure. In both primary and secondary schools, teachers should use their judgement about when ICT tools should be used.

Spoken language

MISY curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

School curriculum

The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage, if appropriate. All schools are also required to set out their school curriculum for mathematics on a year-by-year basis and make this information available online.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 – years 1 and 2

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Year 1 programme of study

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Number – addition and subtraction

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.

Number – multiplication and division

Pupils should be taught to:
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number – fractions

Pupils should be taught to:
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

Pupils should be taught to:
- compare, describe and solve practical problems for:
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry – properties of shapes

Pupils should be taught to:
- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry – position and direction

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Year 2 programme of study

Number – number and place value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Number – addition and subtraction

Pupils should be taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and

mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Number – multiplication and division Pupils should be taught to: • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Number – fractions Pupils should be taught to: • recognise, find, name and write fractions1/3 ,1/4 ,2/4, 3/4 and of a length, shape, set of objects or quantity • write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of and 1/2 .

Measurement requirement

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry – properties of shapes

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – position and direction Pupils should be taught to: • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to • describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Statistics Pupils should be taught to: • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data.

Lower key stage 2 – years 3 and 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the

relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 3 programme of study
Number – number and place value Pupils should be taught to: • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas.
Number – addition and subtraction Pupils should be taught to: • add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check

answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Number – multiplication and division Pupils should be taught to: • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
Number – fractions Pupils should be taught to: • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, + =] 5/7 + 1/7 = 6/7 • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.

Measurement Pupils should be taught to: • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks].
Geometry – properties of shapes Pupils should be taught to: • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Year 4 programme of study

Number – number and place value

Pupils should be taught to

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number – addition and subtraction

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number – fractions

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to 1/4 , ½, ¾
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number

- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

Pupils should be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry – properties of shapes

Pupils should be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry – position and direction
Pupils should be taught to: • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon.
Statistics Pupils should be taught to: • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Upper key stage 2 – years 5 and 6

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Year 5 programme of study

Number – number and place value

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number – addition and subtraction

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division
Pupils should be taught to: • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Number – fractions (including decimals and percentages) Pupils should be taught to: • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to

the other and write mathematical statements > 1 as a mixed number [for example, 2/5 +4/5 =6/5 = 11/5] • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions [for example, 0.71 =]71/ 100 • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of , , , , and those fractions with a denominator of a multiple of 10 or 25.1/2, ¼, 1/5 , 2/5, 4/5.
Measurement Pupils should be taught to: • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes

• estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • solve problems involving converting between units of time • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Geometry – properties of shapes Pupils should be taught to: • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (^{o}) • identify: • angles at a point and one whole turn (total 360^{o}) • angles at a point on a straight line and a turn (total 180^{o}) 21 • other multiples of 90^{o} • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Geometry – position and direction Pupils should be taught to: • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

Pupils should be taught to:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Year 6 programme of study

Number – number and place value

Pupils should be taught to:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Number – addition and subtraction, multiplication and division

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving

the four operations

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number – fraction (including decimals and percentages)

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ × ½ = 1/8]
- divide proper fractions by whole numbers [for example,1/3 ÷ 2 =] 1/6
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,]3/8
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and proportion Pupils should be taught to: • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra **Statutory requirement** Pupils should be taught to: • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables.
Measurement Pupils should be taught to: • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles

- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Geometry – properties of shapes

Pupils should be taught to:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry – position and direction

Pupils should be taught to:

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

Pupils should be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Key stage 3
Introduction

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study for key stage 3 is organised into apparently distinct domains, but pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects.

The expectation is that the majority of pupils will move through the programme of study at broadly the same pace. However, decisions about progression should be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content in preparation for key stage 4. Those who are not sufficiently fluent should consolidate their understanding, including through additional practice, before moving on.

Working mathematically

Through the mathematics content, pupils should be taught to:

Develop fluency

- consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots
- select and use appropriate calculation strategies to solve increasingly complex problems
- use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships
- substitute values in expressions, rearrange and simplify expressions, and solve equations
- move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs]

- develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
- use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Reason mathematically

- extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations
- extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically
- identify variables and express relations between variables algebraically and graphically
- make and test conjectures about patterns and relationships; look for proofs or counter-examples
- begin to reason deductively in geometry, number and algebra, including using geometrical constructions
- interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
- explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

Solve problems

- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
- begin to model situations mathematically and express the results using a range of formal mathematical representations
- select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems.

Subject content
Number

Pupils should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, >, ≤, ≥
- use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property
- use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative
- use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals
- recognise and use relationships between operations including inverse operations
- use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations
- interpret and compare numbers in standard form A x 10n 1≤A<10, where n is a positive or negative integer or zero
- work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and or 0.375 and) 27 83
- define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare

two quantities using percentages, and work with percentages greater than 100%

- interpret fractions and percentages as operators
- use standard units of mass, length, time, money and other measures, including with decimal quantities
- round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]
- use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a<x\leq b$
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately
- appreciate the infinite nature of the sets of integers, real and rational numbers.

Algebra

Pupils should be taught to:

- use and interpret algebraic notation, including:
- ab in place of $a \times b$
- $3y$ in place of $y + y + y$ and $3 \times y$
- a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$; a^2b in place of $a \times a \times b$
- a/b in place of $a \div b$
- coefficients written as fractions rather than as decimals
- brackets
- substitute numerical values into formulae and expressions, including scientific formulae
- understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors
- simplify and manipulate algebraic expressions to maintain equivalence by:
- collecting like terms
- multiplying a single term over a bracket

- taking out common factors
- expanding products of two or more binomials
- understand and use standard mathematical formulae; rearrange formulae to change the subject
- model situations or procedures by translating them into algebraic expressions or formulae and by using graphs
- use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)
- work with coordinates in all four quadrants
- recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane
- interpret mathematical relationships both algebraically and graphically
- reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically
- use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations
- find approximate solutions to contextual problems from given graphs of a variety of functions, including piece-wise linear, exponential and reciprocal graphs
- generate terms of a sequence from either a term-to-term or a position-to-term rule
- recognise arithmetic sequences and find the nth term
- recognise geometric sequences and appreciate other sequences that arise.

Ratio, proportion and rates of change

Pupils should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]
- use scale factors, scale diagrams and maps

- express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1
- use ratio notation, including reduction to simplest form
- divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio
- understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction
- relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions
- solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics
- solve problems involving direct and inverse proportion, including graphical and algebraic representations
- use compound units such as speed, unit pricing and density to solve problems.

Geometry and measures

Pupils should be taught to:

- derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders)
- calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes
- draw and measure line segments and angles in geometric figures, including interpreting scale drawings
- derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line

- describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric
- use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles
- derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies
- identify properties of, and describe the results of, translations, rotations and reflections applied to given figures
- identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids
- apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles
- understand and use the relationship between parallel lines and alternate and corresponding angles
- derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons
- apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem, and use known results to obtain simple proofs
- use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles
- use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D
- interpret mathematical relationships both algebraically and geometrically.

Probability

Pupils should be taught to:

- record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale
- understand that the probabilities of all possible outcomes sum to 1
- enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams
- generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.

Statistics

Pupils should be taught to:

- describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers)
- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data
- describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.

Key stage 4 (IGCSE)

Mathematics

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to enable candidates to:

- develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment
- read mathematics, and write and talk about the subject in a variety of ways
- develop a feel for number, carry out calculations and understand the significance of the results obtained
- apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them
- solve problems, present the solutions clearly, check and interpret the results
- develop an understanding of mathematical principles
- recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem
- use mathematics as a means of communication with emphasis on the use of clear expression
- develop an ability to apply mathematics in other subjects, particularly science and technology
- develop the abilities to reason logically, to classify, to generalise and to prove
- appreciate patterns and relationships in mathematics
- produce and appreciate imaginative and creative work arising from mathematical ideas
- develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind
- appreciate the interdependence of different branches of mathematics
- acquire a foundation appropriate to their further study of mathematics and of other disciplines.

Students will study the following topics:

1. Number
2. Algebra and graphs

3. Geometry
4. Mensuration
5. Co-ordinate geometry
6. Trigonometry
7. Matrices and transformations
8. Probability
9. Statistics

Key stage 5 (GCE A Level)

About the syllabus

Cambridge International AS & A Level Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding.

Successful candidates gain lifelong skills, including:

- a deeper understanding of mathematical principles
- the further development of mathematical skills including the use of applications of mathematics in the context of everyday situations and in other subjects that they may be studying
- the ability to analyse problems logically, recognising when and how a situation may be represented mathematically
- the use of mathematics as a means of communication
- a solid foundation for further study.

The syllabus allows Centres flexibility to choose from three different routes to AS Level Mathematics – Pure Mathematics only or Pure Mathematics and Mechanics or Pure Mathematics and Probability & Statistics. Centres can choose from three different routes to Cambridge International A Level Mathematics depending on the choice of Mechanics, or Probability & Statistics, or both, in the broad area of 'applications'.

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

MISY curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the widerschool curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 programme of study – years 1 and 2

Working scientifically

Requirements
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.

Year 1 programme of study

Plants

Requirements
Pupils should be taught to: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

Requirements
Pupils should be taught to: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials

Requirements
Pupils should be taught to: • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes

Requirements
Pupils should be taught to: • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.

Year 2 programme of study

Living things and their habitats

Requirements
Pupils should be taught to: • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

Requirements
Pupils should be taught to: • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans

Requirements
Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of everyday materials

Requirements
Pupils should be taught to: • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Lower key stage 2 – years 3 and 4

Working scientifically

Requirements
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.

Year 3 programme of study

Plants

Requirements
Pupils should be taught to: • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans

Requirements
Pupils should be taught to: • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

Requirements
Pupils should be taught to: • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.

Light

Requirements
Pupils should be taught to: • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes

- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

Forces and magnets

Requirements
Pupils should be taught to: • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing

Year 4 programme of study

Living things and their habitats

Requirements
Pupils should be taught to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans

Requirements
Pupils should be taught to: • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter

Requirements
Pupils should be taught to: • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

Requirements
Pupils should be taught to: • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.

Electricity

Requirements
Pupils should be taught to: • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.

Year 5 programme of study

Living things and their habitats

Requirements
Pupils should be taught to: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals.

Animals, including humans

Requirements
Pupils should be taught to: • describe the changes as humans develop to old age.

Properties and changes of materials

Requirements
Pupils should be taught to: • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and space

Requirements
Pupils should be taught to: • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces

Requirements
Pupils should be taught to: • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Year 6 programme of study

Living things and their habitats

Requirements
Pupils should be taught to: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics

Animals including humans

Requirements
Pupils should be taught to: • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance

Requirements
Pupils should be taught to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

Requirements
Pupils should be taught to: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

Requirements
Pupils should be taught to: • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.

Key stage 3

Working scientifically

Through the content across all three disciplines, pupils should be taught to:

Scientific attitudes

- pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility
- understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review
- evaluate risks.

Experimental skills and investigations

- ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- make predictions using scientific knowledge and understanding

- select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate
- use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety

Analysis and evaluation

- apply mathematical concepts and calculate results
- present observations and data using appropriate methods, including tables and graphs
- interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions
- present reasoned explanations, including explaining data in relation to predictions and hypotheses
- evaluate data, showing awareness of potential sources of random and systematic error
- identify further questions arising from their results.

Measurement

- understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature
- use and derive simple equations and carry out appropriate calculations
- undertake basic data analysis including simple statistical techniques.

Subject content – Biology

Pupils should be taught about:

Structure and function of living organisms

Cells and organisation

- cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope
- the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts
- the similarities and differences between plant and animal cells
- the role of diffusion in the movement of materials in and between cells
- the structural adaptations of some unicellular organisms
- the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.
- make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements
- apply sampling techniques.

The skeletal and muscular systems

- the structure and functions of the human skeleton, to include support, protection, movement and making blood cells
- biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles
- the function of muscles and examples of antagonistic muscles.

Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- calculations of energy requirements in a healthy daily diet
- the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases
- the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- the importance of bacteria in the human digestive system
- plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.

Gas exchange systems

- the structure and functions of the gas exchange system in humans, including adaptations to function
- the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume
- the impact of exercise, asthma and smoking on the human gas exchange system
- the role of leaf stomata in gas exchange in plants.

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Health

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Material cycles and energy

Photosynthesis

- the reactants in, and products of, photosynthesis, and a word summary for photosynthesis
- the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere
- the adaptations of leaves for photosynthesis.

Cellular respiration

- aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life
- a word summary for aerobic respiration
- the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration
- the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism.

Interactions and interdependencies

Relationships in an ecosystem

- the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops
- the importance of plant reproduction through insect pollination in human food security
- how organisms affect, and are affected by, their environment, including the accumulation of toxic materials.

Genetics and evolution

Inheritance, chromosomes, DNA and genes

- heredity as the process by which genetic information is transmitted from one generation to the next
- a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model
- differences between species
- the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation

- the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection
- changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction
- the importance of maintaining biodiversity and the use of gene banks to preserve

Subject content – Chemistry

Pupils should be taught about:

The particulate nature of matter

- the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure
- changes of state in terms of the particle model.

Atoms, elements and compounds

- a simple (Dalton) atomic model
- differences between atoms, elements and compounds
- chemical symbols and formulae for elements and compounds
- conservation of mass changes of state and chemical reactions.

Pure and impure substances

- the concept of a pure substance
- mixtures, including dissolving
- diffusion in terms of the particle model
- simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography
- the identification of pure substances.

Chemical reactions

- chemical reactions as the rearrangement of atoms
- representing chemical reactions using formulae and using equations
- combustion, thermal decomposition, oxidation and displacement reactions
- defining acids and alkalis in terms of neutralisation reactions
- the pH scale for measuring acidity/alkalinity; and indicators
- reactions of acids with metals to produce a salt plus hydrogen
- reactions of acids with alkalis to produce a salt plus water
- what catalysts do.

Energetics
- energy changes on changes of state (qualitative)
- exothermic and endothermic chemical reactions (qualitative).

The Periodic Table
- the varying physical and chemical properties of different elements
- the principles underpinning the Mendeleev Periodic Table
- the Periodic Table: periods and groups; metals and non-metals
- how patterns in reactions can be predicted with reference to the Periodic Table
- the properties of metals and non-metals
- the chemical properties of metal and non-metal oxides with respect to acidity.

Materials
- the order of metals and carbon in the reactivity series
- the use of carbon in obtaining metals from metal oxides
- properties of ceramics, polymers and composites (qualitative).

Earth and atmosphere
- the composition of the Earth
- the structure of the Earth
- the rock cycle and the formation of igneous, sedimentary and metamorphic rocks
- Earth as a source of limited resources and the efficacy of recycling
- the carbon cycle
- the composition of the atmosphere
- the production of carbon dioxide by human activity and the impact on climate.

Subject content – Physics
Pupils should be taught about:

Energy

Calculation of fuel uses and costs in the domestic context
- comparing energy values of different foods (from labels) (kJ)
- comparing power ratings of appliances in watts (W, kW)
- comparing amounts of energy transferred (J, kJ, kW hour)
- domestic fuel bills, fuel use and costs
- fuels and energy resources.

Energy changes and transfers

- simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged
- heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators
- other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.

Changes in systems

- energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change
- comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions
- using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes.

Motion and forces

Describing motion

- speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time)
- the representation of a journey on a distance-time graph
- relative motion: trains and cars passing one another.

Forces

- forces as pushes or pulls, arising from the interaction between two objects
- using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces
- moment as the turning effect of a force
- forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water
- forces measured in newtons, measurements of stretch or compression as force is changed
- force-extension linear relation; Hooke's Law as a special case
- work done and energy changes on deformation

- non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity.

Pressure in fluids

- atmospheric pressure, decreases with increase of height as weight of air above decreases with height
- pressure in liquids, increasing with depth; upthrust effects, floating and sinking
- pressure measured by ratio of force over area – acting normal to any surface.

Balanced forces

- opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface.

Forces and motion

- forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only)
- change depending on direction of force and its size.

Observed waves

- waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition.

Sound waves

- frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound
- sound needs a medium to travel, the speed of sound in air, in water, in solids
- sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal
- auditory range of humans and animals.

Energy and waves

- pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone.

Light waves

- the similarities and differences between light waves and waves in matter
- light waves travelling through a vacuum; speed of light
- the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface
- use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye
- light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras

- colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.

Electricity and electromagnetism

Current electricity

- electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge
- potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current
- differences in resistance between conducting and insulating components (quantitative).

Static electricity

- separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects
- the idea of electric field, forces acting across the space between objects not in contact.

Magnetism

- magnetic poles, attraction and repulsion
- magnetic fields by plotting with compass, representation by field lines
- Earth's magnetism, compass and navigation
- the magnetic effect of a current, electromagnets, D.C. motors (principles only).

Matter

Physical changes

- conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving
- similarities and differences, including density differences, between solids, liquids and gases
- Brownian motion in gases
- diffusion in liquids and gases driven by differences in concentration
- the difference between chemical and physical changes.

Particle model

- the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice-water transition
- atoms and molecules as particles.

Energy in matter

- changes with temperature in motion and spacing of particles
- internal energy stored in materials.

Space physics

- gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only)
- our Sun as a star, other stars in our galaxy, other galaxies
- the seasons and the Earth's tilt, day length at different times of year, in different hemispheres
- the light year as a unit of astronomical distance.

Key stage 4 (IGCSE)

Biology

Aim

The syllabus aims summarise the context in which you should view the subject content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

You can deliver some of the aims using suitable local, international or historical examples and applications, or through collaborative experimental work.

The aims are:

- to provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
- to enable learners to acquire sufficient knowledge and understanding to:
  - become confident citizens in a technological world and develop an informed interest in scientific matters
  - be suitably prepared for studies beyond Cambridge IGCSE
- to allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method
- to develop skills that:
  - are relevant to the study and practice of biology
  - are useful in everyday life
  - encourage a systematic approach to problem solving
  - encourage efficient and safe practice
  - encourage effective communication through the language of science

- to develop attitudes relevant to biology such as:
  - concern for accuracy and precision
  - objectivity
  - integrity
  - enquiry
  - initiative
  - inventiveness
- to enable learners to appreciate that:
  - science is subject to social, economic, technological, ethical and cultural influences and limitations
  - the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

Content

1. Candidates study the following topics:
2. Characteristics and classification of living organisms
3. Organisation of the organism
4. Movement in and out of cells
5. Biological molecules
6. Enzymes
7. Plant nutrition
8. Human nutrition
9. Transport in plants
10. Transport in animals
11. Diseases and immunity
12. Gas exchange in humans
13. Respiration
14. Excretion in humans
15. Coordination and response
16. Drugs
17. Reproduction
18. Inheritance
19. Variation and selection
20. Organisms and their environment
21. Biotechnology and genetic engineering
22. Human influences on ecosystems

Chemistry

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

You can deliver some of the aims using suitable local, international or historical examples and applications, or through collaborative experimental work.

The aims are:

- to provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
- to enable learners to acquire sufficient knowledge and understanding to:
  - become confident citizens in a technological world and develop an informed interest in scientific matters
  - be suitably prepared for studies beyond Cambridge IGCSE
- to allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method
- to develop skills that:
  - are relevant to the study and practice of chemistry
  - are useful in everyday life
  - encourage a systematic approach to problem solving
  - encourage efficient and safe practice
  - encourage effective communication through the language of science
- to develop attitudes relevant to chemistry such as:
  - concern for accuracy and precision
  - objectivity
  - integrity
  - enquiry
  - initiative
  - inventiveness
- to enable learners to appreciate that:
  - science is subject to social, economic, technological, ethical and cultural influences and limitations
  - the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

Content

1. Candidates study the following topics:
2. The particulate nature of matter
3. Experimental techniques

4. Atoms, elements and compounds
5. Stoichiometry
6. Electricity and chemistry
7. Chemical energetics
8. Chemical reactions
9. Acids, bases and salts
10. The Periodic Table
11. Metals
12. Air and water
13. Sulfur
14. Carbonates
15. Organic chemistry

Physics

Aims

The syllabus aims summarise the context in which you should view the subject content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

You can deliver some of the aims using suitable local, international or historical examples and applications, or through collaborative experimental work.

The aims are:

- to provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
- to enable learners to acquire sufficient knowledge and understanding to:
  - become confident citizens in a technological world and develop an informed interest in scientific matters
  - be suitably prepared for studies beyond Cambridge IGCSE
- to allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method
- to develop skills that:
  - are relevant to the study and practice of physics
  - are useful in everyday life
  - encourage a systematic approach to problem solving
  - encourage efficient and safe practice
  - encourage effective communication through the language of science
- to develop attitudes relevant to physics such as:
  - concern for accuracy and precision
  - objectivity

  - integrity
  - enquiry
  - initiative
  - inventiveness
- to enable learners to appreciate that:
  - science is subject to social, economic, technological, ethical and cultural influences and limitations
  - the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

Content

Candidates study the following topics:

1. General physics
2. Thermal physics
3. Properties of waves, including light and sound
4. Electricity and magnetism
5. Atomic physics

Key stage 5 (GCE A Level)

Biology

Key concepts

The key concepts on which this syllabus is built are set out below.

- Cells as the units of life

  A cell is the basic unit of life and all organisms are composed of one or more cells. There are two fundamental types of cell: prokaryotic and eukaryotic.
- Biochemical processes

  Cells are dynamic: biochemistry and molecular biology help to explain how and why cells function as they do.
- DNA, the molecule of heredity

  Cells contain the molecule of heredity, DNA. Heredity is based on the inheritance of genes.
- Natural selection

  Natural selection is the major mechanism to explain the theory of evolution.
- Organisms in their environment

  All organisms interact with their biotic and abiotic environment.

- Observation and experiment

  The different fields of biology are intertwined and cannot be studied in isolation: observation and enquiry, experimentation and fieldwork are fundamental to biology.

Content

Candidates for Cambridge International AS Level Biology study the following topics:

1. Cell structure
2. Biological molecules
3. Enzymes
4. Cell membranes and transport
5. The mitotic cell cycle
6. Nucleic acids and protein synthesis
7. Transport in plants
8. Transport in mammals
9. Gas exchange and smoking
10. Infectious disease
11. Immunity

Candidates for Cambridge International A Level Biology study the AS topics and the following topics:

12. Energy and respiration
13. Photosynthesis
14. Homeostasis
15. Control and co-ordination
16. Inherited change
17. Selection and evolution
18. Biodiversity, classification and conservation
19. Genetic technology

Chemistry

Key concepts

The key concepts on which this syllabus is built are set out below.

- **Atoms and forces**

  Matter is built from atoms interacting and bonding through electrostatic forces. The structure of matter affects its physical and chemical properties, and influences how substances react chemically.

- **Experiments and evidence**

  Chemists use evidence gained from observations and experiments to build models and theories of the structure and reactivity of materials.

- **Patterns in chemical behaviour and reactions**

  By identifying patterns in chemical behaviour we can predict the properties of substances and how they can be transformed into new substances by chemical reactions. This allows us to design new materials of use to society.

- **Chemical bonds**

  The understanding of how chemical bonds are made and broken by the movement of electrons allows us to predict patterns of reactivity.

- **Energy changes**

  The energy changes that take place during chemical reactions can be used to predict both the extent and the rate of such reactions.

Content

Physical chemistry

1. Atoms, molecules and stoichiometry
2. Atomic structure
3. Chemical bonding
4. States of matter
5. Chemical energetics
6. Electrochemistry
7. Equilibria
8. Reaction kinetics

Inorganic chemistry

9. The Periodic Table: chemical periodicity
10. Group 2
11. Group 17
12. An introduction to the chemistry of transition elements
13. Nitrogen and sulfur

Organic chemistry and analysis

14. An introduction to organic chemistry
15. Hydrocarbons
16. Halogen derivatives
17. Hydroxy compounds
18. Carbonyl compounds
19. Carboxylic acids and derivatives
20. Nitrogen compounds

21. Polymerisation
22. Analytical techniques
23. Organic synthesis

All candidates study practical skills.

Physics

Key concepts

The key concepts on which this syllabus is built are set out below.

- **Models of physical systems**

  Physics is the science that seeks to understand the behaviour of the Universe. The development of models of physical systems is central to physics. Models simplify, explain and predict how physical systems behave.

- **Testing predictions against evidence**

  Physical models are usually based on prior observations, and their predictions are tested to check that they are consistent with the behaviour of the real world. This testing requires evidence, often obtained from experiments.

- **Mathematics as a language and problem-solving tool**

  Mathematics is integral to physics, as it is the language that is used to express physical principles and models. It is also a tool to analyse theoretical models, solve quantitative problems and produce predictions.

- **Matter, energy and waves**

  Everything in the Universe comprises matter and/or energy. Waves are a key mechanism for the transfer of energy and are essential to many modern applications of physics.

- **Forces and fields**

  The way that matter and energy interact is through forces and fields. The behaviour of the Universe is governed by fundamental forces that act over different length scales and magnitudes. These include the gravitational force and the electromagnetic force.

Content

Candidates for Cambridge International AS Level Physics study the following topics:

- Physical quantities and units
- Measurement techniques
- Kinematics
- Dynamics
- Forces, density and pressure
- Work, energy and power
- Deformation of solids

- Waves
- Superposition
- Electric fields
- Current of electricity
- D.C. circuits
- Particle and nuclear physics

Candidates for Cambridge International A Level Physics study the AS Level topics, including some topics in further detail, and additionally study the following topics:

- Motion in a circle
- Gravitational fields
- Ideal gases
- Temperature
- Thermal properties of materials
- Oscillations
- Communication
- Capacitance
- Electronics
- Magnetic fields
- Electromagnetic induction
- Alternating currents
- Quantum physics

All candidates study practical skills.

Art and Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

MISY curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Key stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Key stage 4 (IGCSE)

Art & Design

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to enable learners to develop:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and/or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

Content

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response and Centres can play to their strengths in terms of staff, expertise and interests.

The broad areas of study are:

- painting and related media
- printmaking
- three-dimensional studies
- photography, digital and lens-based media
- graphic communication
- textile design.

Key stage 5 (GCE A Level)

Art & Design

About the syllabus

Cambridge International AS and A Level Art and Design is recognised by universities and employers as proof of knowledge and understanding of art and design principles and practice.

Successful candidates gain lifelong skills, including:

- communication skills, especially the ability to communicate concepts and feelings;
- how to record from direct observation and personal experience;
- the ability and confidence to experiment, be innovative, intuitive and imaginative;
- the language and technical terms used in art and design;
- research and evaluation skills;
- an appreciation of practical design problems and how to solve these.

The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking.

Aims

A course of study in Art and Design should actively seek to develop the following abilities and qualities:

- the ability to perceive, understand and express concepts and feelings;

- the ability to record from direct observation and personal experience;
- the ability to communicate by using appropriate materials and techniques in a disciplined way;
- experimentation, innovation and the use of intuition and imagination;
- critical and analytical faculties; the ability to identify, research and evaluate problems in a systematic way;
- confidence, initiative and a sense of adventure and achievement;
- the acquisition of a relevant working vocabulary;
- an awareness and appreciation of the interdependence of Art and Design and the individual within cultural contexts.

Content

Art and Design covers a broad range of related activities, areas and approaches to study. This syllabus allows Centres to emphasise their strengths in terms of staff expertise and interests, and allows candidate choice. It provides a suitable range of study within the subject.

All assessments follow the assessment objectives regardless of the chosen area of study.

Areas of study

- Painting and Related Media
- Sculpture
- Printmaking
- Textiles
- Graphic Design
- Ceramics
- Fashion Design
- Photography, Digital and Lens Media

For Components 2 and 3 candidates must specialise in **one** of the above areas. This list is not exhaustive and other areas of study – e.g. jewellery, puppetry – are quite

acceptable. The following details are to be used for guidance only and are not prescriptive or comprehensive. The intention is for candidates to follow a field of study in research, development and realisation, at some depth.

Computing

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The MISY curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Attainment targets

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key stage 3

Pupils should be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

Key stage 4 (IGCSE)

Computer Science

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to develop:

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

Content

Theory of computer science

1 Data representation

1.1 Binary systems

1.2 Hexadecimal

1.3 Data storage

2 Communication and Internet technologies

2.1 Data transmission

2.2 Security aspects

2.3 Internet principles of operation

3 Hardware and software

3.1 Logic gates

3.2 Computer architecture and the fetch execute cycle

3.3 Input devices

3.4 Output devices

3.5 Memory, storage devices and media

3.6 Operating systems

3.7 High- and low-level languages and their translators

4 Security

5 Ethics

Practical problem-solving and programming

6 Algorithm design and problem-solving

6.1 Problem-solving and design

6.2 Pseudocode and flowcharts

7 Programming

7.1 Programming concepts

7.2 Data structures; arrays

8 Databases

Information and Communication Technology

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to develop:

- knowledge of ICT including new and emerging technologies

- autonomous and discerning use of ICT
- skills to enhance work produced in a range of contexts
- skills to analyse, design, implement, test and evaluate ICT systems
- skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues
- ICT-based solutions to solve problems
- the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

Content

1. Types and components of computer systems
2. Input and output devices
3. Storage devices and media
4. Networks and the effects of using them
5. The effects of using IT
6. ICT applications
7. The systems life cycle
8. Safety and security
9. Audience
10. Communication
11. File management
12. Images
13. Layout
14. Styles
15. Proofing
16. Graphs and charts
17. Document production
18. Data manipulation
19. Presentations
20. Data analysis

21. Website authoring

Key stage 5 (GCE A level)

Computer Science

Cambridge International AS Level and A Level Computer Science are accepted by universities and employers as proof of essential knowledge and ability.

The syllabus is envisaged that learners will use the skills and knowledge of computer science acquired through this course in one of three ways:

- to provide a general understanding and perspective of the development of computer technology and systems, which will inform their decisions and support their participation in an increasingly technologically dependent society
- to provide the necessary skills and knowledge to seek employment in areas that use computer science
- to develop their knowledge and understanding of computer science through entry to higher education, where this qualification will provide a useful foundation for further study of computer science or more specialist aspects of computer science.

Content

Section 1 Theory Fundamentals

1.1 Information representation
- 1.1.1 Number representation
- 1.1.2 Images
- 1.1.3 Sound
- 1.1.4 Video
- 1.1.5 Compression techniques

1.2 Communication and Internet technologies
- 1.2.1 Networks
- 1.2.2 IP addressing
- 1.2.3 Client- and server-side scripting

1.3 Hardware
- 1.3.1 Input, output and storage devices
- 1.3.2 Main memory

1.3.3 Logic gates and logic circuits
1.4 Processor fundamentals
1.4.1 CPU architecture
1.4.2 The fetch-execute cycle
1.4.3 The processor's instruction set
1.4.4 Assembly language
1.5 System software
1.5.1 Operating system
1.5.2 Utility programs
1.5.3 Library programs
1.5.4 Language translators
1.6 Security, privacy and data integrity
1.6.1 Data security
1.6.2 Data integrity
1.7 Ethics and ownership
1.7.1 Ethics
1.7.2 Ownership
1.8 Database and data modelling
1.8.1 Database Management Systems (DBMS)
1.8.2 Relational database modelling
1.8.3 Data Definition Language (DDL) and Data Manipulation Language (DML)

Section 2 Fundamental Problem-solving and Programming

2.1 Algorithm design and problem-solving
2.1.1 Algorithms
2.1.2 Structure chart
2.1.3 Corrective maintenance
2.1.4 Adaptive maintenance
2.2 Data representation
2.2.1 Data types
2.2.2 Arrays
2.2.3 Files
2.3 Programming
2.3.1 Programming basics

2.3.2 Transferable skills
2.3.3 Selection
2.3.4 Iteration
2.3.5 Built-in functions
2.3.6 Structured programming

2.4 Software development
2.4.1 Programming
2.4.2 Program testing
2.4.3 Testing strategies

Section 3 Advanced Theory

3.1 Data representation
3.1.1 User-defined data types
3.1.2 File organisation and access
3.1.3 Real numbers and normalised floating-point representation

3.2 Communication and Internet technologies
3.2.1 Protocols
3.2.2 Circuit switching, packet switching and routers
3.2.3 Local Area Networks (LAN)

3.3 Hardware
3.3.1 Logic gates and circuit design
3.3.2 Boolean algebra
3.3.3 Karnaugh Maps
3.3.4 Flip-flops
3.3.5 RISC processors
3.3.6 Parallel processing

3.4 System software
3.4.1 Purposes of an operating system (OS)
3.4.2 Virtual machine
3.4.3 Translation software

3.5 Security
3.5.1 Asymmetric keys and encryption methods
3.5.2 Digital signatures and digital certificates
3.5.3 Encryption protocols

3.5.4 Malware

3.6 Monitoring and control systems

3.6.1 Overview of monitoring and control systems

3.6.2 Bit manipulation to monitor and control devices

Section 4 Further Problem-solving and Programming Skills

4.1 Computational thinking and problem-solving

4.1.1 Abstraction

4.1.2 Algorithms

4.1.3 Abstract Data Types (ADT)

4.1.4 Recursion

4.2 Algorithm design methods

4.2.1 Decision tables

4.2.2 Jackson Structured Programming (JSP)

4.2.3 State-transition diagrams

4.3 Further programming

4.3.1 Programming paradigms

Low-level programming

Imperative programming

Object-oriented programming

Declarative programming

4.3.2 File processing

4.3.3 Exception handling

4.3.4 Use of development tools / programming environments

4.4 Software development

4.4.1 Stages of software development

4.4.2 Testing

4.4.3 Project management

Economics and Business Studies

Key stage 4 (IGCSE)

Business Studies

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority. Not all the aims are necessarily subject to formal assessment.

The aims are to enable candidates to:

- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities
- develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- develop an awareness of the nature and significance of innovation and change within the context of business activities.

Content

All candidates study the following topics.

1 Understanding business activity

- Business activity
- Classification of businesses
- Enterprise, business growth and size
- Types of business organisation
- Business objectives and stakeholder objectives

2 People in business

- Motivating workers
- Organisation and management
- Recruitment, selection and training of workers
- Internal and external communication

3 Marketing

- Marketing, competition and the customer
- Market research
- Marketing mix
- Marketing strategy

4 Operations management

- Production of goods and services
- Costs, scale of production and break-even analysis
- Achieving quality production
- Location decisions

5 Financial information and decisions

- Business finance: needs and sources
- Cash-flow forecasting and working capital
- Income statements
- Balance sheets
- Analysis of accounts

6 External influences on business activity

- Government economic objectives and policies
- Environmental and ethical issues

- Business and the international economy

Economics

Aims

Cambridge IGCSE Economics is accepted by universities and employers as proof of knowledge and understanding of economics. Successful Cambridge IGCSE Economics candidates gain lifelong skills, including:

- an understanding of economic theory, terminology and principles
- the ability to apply the tools of economic analysis
- the ability to distinguish between facts and value judgements in economic issues
- an understanding of, and an ability to use, basic economic numeracy and literacy
- the ability to take a greater part in decision-making processes in everyday life
- an understanding of the economies of developed and developing nations
- an excellent foundation for advanced study in economics.

Content

1. **Basic economic problem: choice and the allocation of resources**
    - economic problem
    - factors of production
    - opportunity cost
    - resource allocation
    - choice
    - production possibility curves.
2. **The allocation of resources: how the market works; market failure**
    - market and mixed economic systems
    - demand and supply analysis
    - price elasticity
    - market failure
    - social and private costs and benefits.
3. **The individual as producer, consumer and borrower**
    - functions of money
    - exchange
    - central banks, stock exchanges and commercial banks

- labour market
- motives for spending, saving and borrowing.

4. **The private firm as producer and employer**
   - types and sizes of business organisation
   - demand for factors of production
   - costs and revenue
   - profit maximisation and other business goals
   - perfect competition
   - monopoly
   - advantages and disadvantages of increased scale.
5. **Role of government in economy**
   - government as a producer and an employer
   - aims of government economic policy
   - fiscal, monetary and supply-side policies
   - types of taxation
   - possible policy conflicts
   - government's influence on private producers.
6. **Economic indicators**
   - price indices
   - inflation and deflation
   - employment and unemployment
   - GDP, economic growth and recession
   - GDP and other measures of living standards.
7. **Developed and developing economies:trends in production, population and living standards**
   - developed and developing countries
   - absolute and relative poverty
   - alleviating poverty
   - population growth
   - differences in living standards.
8. **International aspects**
   - specialisation

- current account of the balance of payments
- current account deficits and surpluses
- exchange rate fluctuations
- protectionism and free trade.

Key stage 5 (GCE A Level)
Business Studies

About the syllabus

Students will develop:

- the capacity to analyse characteristics and activities of business organisations and how they respond to the changing demands of their environments
- an understanding of how effective managers and leaders develop successful organisations in terms of customer focus and the products/services they offer
- the opportunity to reflect on how successful business organisations engage in financial and accounting practices to maximise value for stakeholders value
- development of knowledge that relates to strategic planning and decision-making to ensure business survival, change, and sustainable success
- a solid foundation for further study.

Key concepts

The key concepts on which this syllabus is built are set out below. These key concepts can help teachers think about how to approach each syllabus topic in order to encourage learners to make links between topics and develop a deep overall understanding of the subject. The teaching support package gives teachers guidance on integrating the key concepts into their teaching. See page 8 for more information on our teacher support.

- **Change** is the only constant. Exciting new enterprises are often created in response to economic, cultural or technological changes. Existing businesses must adapt to change if they are to survive and grow.
- **Management** is relevant to every person in a business. Good leadership, strong motivation in workers, effective systems and clear communication are hallmarks of successful businesses.

- **Customer focus** means a business will design and produce goods and services that people want to buy. Customers provide the revenue which sustains a business. Successful businesses really understand their customers and strive to provide products that their customers love.
- **Innovation** enables a business to re-invent itself and stay ahead of the competition. The business world is dynamic and companies must seek to innovate through product development, more efficient processes and finding better ways 'to do business'.
- **Creating value** is the core reason why any organisation exists. Effective organisations aim to maximise stakeholder value. For most businesses this will be about maximising shareholder value, but social enterprises will also have other, non-financial, aims. Stakeholders also need to measure the value that is created.
- **Strategy** is about knowing where you are, where you want to get to and how you are going to get there. Managers need to think about, decide on and put into action major long term plans – such as buying another business, entering a new market or developing a new technology.

Economics

About the syllabus

Through the Cambridge International AS and A Level Economics syllabus, learners study how to explain and analyse economic issues and arguments, evaluate economic information, and organise, present and communicate ideas and judgements clearly.

The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

Key concepts

The key concepts on which this syllabus is built are set out below. These key concepts can help teachers think about how to approach each syllabus topic in order

to encourage learners to make links between topics and develop a deep overall understanding of the subject.

As a teacher, you will refer again and again to these concepts, which can serve as tools when considering both familiar and unfamiliar issues and contexts in economics.

- **Scarcity and choice**
  The fundamental problem in economics is that resources are scarce and wants are unlimited, so there is always a choice required between competing uses for the resources.
- **The margin and change**
  Decision-making by individuals, firms and governments is based on choices at the margin; that is, once behaviour has been optimised, any change will be detrimental as long as conditions remain the same.
- **Equilibrium and efficiency**
  Prices are set by markets, are always moving in to and out of equilibrium, and can be both efficient and inefficient in different ways and over different time periods.
- **Regulation and equity**
  There is a trade-off between, on the one hand, freedom for firms and individuals in unregulated markets and, on the other hand, greater social equality and equity through the government regulation of individuals and markets.
- **Progress and development**
  Economics studies how societies can progress in measurable money terms and develop in a wider more normative sense.

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

MISY curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should develop knowledge about the world, Myanmar and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of Myanmar, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in Myanmar and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify Myanmar, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the Myanmar and Asia. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- name and locate counties and cities of Myanmar, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of Myanmar, a region in Asia.

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Myanmar and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Europe, North and South America, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
    - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts

  - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Key stage 4 (IGCSE)
Geography

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to develop:

- an understanding of location on a local, regional and global scale
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
- an understanding of the ways in which people interact with each other and with their environment

- an awareness of the contrasting opportunities and constraints presented by different environments
- an appreciation of and concern for the environment
- an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

Content

The syllabus is divided into three themes which have been designed to develop an understanding of both the natural and the human environment:

1. Population and settlement
2. The natural environment
3. Economic development.

Global Perspectives

Aims

The syllabus aims are set out below and describe the educational purposes of a course in Cambridge IGCSE Global Perspectives. They are not listed in order of priority.

The aims are to enable learners to:

- become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
- work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- consider important issues from personal, local and/or national and global perspectives and understand the links between these
- critically assess the information available to them and support judgements with lines of reasoning

- communicate and empathise with the needs and rights of others.

Content

Cambridge IGCSE Global Perspectives is built around topics; knowledge of content is not assessed. However, each particular topic encompasses issues of global importance.

The topics are as follows.

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems
- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid
- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

Key stage 5 (GCE A Level)

Geography

About the syllabus

Cambridge learners will develop:

• an understanding of the principal processes operating within physical geography and human geography

- an understanding of the causes and effects of change on natural and human environments
- an awareness of the usefulness of geographical analysis to understand and solve contemporary human and environmental problems
- the ability to handle and evaluate different types and sources of information
- the skills to think logically, and to present an ordered and coherent argument in a variety of ways
- an excellent foundation for studies beyond Cambridge International A Level in Geography, in further or higher education, and for professional courses.

Key concepts

The key concepts on which this syllabus is built are set out below. These key concepts can help teachers think about how to approach each syllabus topic in order to encourage learners to make links between topics and develop a deep overall understanding of the subject. The teaching support package gives teachers guidance on integrating the key concepts into their teaching. See page 7 for more information on our teacher support.

1. **Space:** the implications of spatial distributions and patterns of a range of physical and human geographical phenomena.
2. **Scale:** the significance of spatial scale in interpreting environments, features and places from local to global, and time scale in interpreting change from the geological past to future scenarios.
3. **Place:** the importance of physical and human characteristics which create distinctive places with different opportunities and challenges.
4. **Environment:** how the interactions between people and their environment create the need for environmental management and sustainability.
5. **Interdependence:** how the complex nature of interacting physical systems, human systems and processes create links and interdependencies.
6. **Diversity:** the significance of the similarities and differences between places, environments and people.
7. **Change:** the importance of change and the dynamic nature of places, environments and systems.

Content

Candidates for Cambridge International AS Level Geography study the following topics:

Core Physical Geography

Hydrology and fluvial geomorphology

Atmosphere and weather

Rocks and weathering

Core Human Geography

Population

Migration

Settlement dynamics

Candidates for Cambridge International A Level Geography study the AS Leveltopics and **two** options from:

Advanced Physical Geography Options

Tropical environments

Coastal environments

Hazardous environments

Hot arid and semi-arid environments

and **two** options from:

Advanced Human Geography Options

Production, location and change

Environmental management

Global interdependence

Economic transition

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The MISY curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Key stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of Myanmar, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509

- the development of Church, state and society in Britain 1509-1745
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day
- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

Key state 4 (IGCSE)

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to:

- stimulate an interest in and enthusiasm for learning about the past
- promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding
- encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

Content

All candidates study all the Core Content in **either**:

Option A

The 19th century: The Development of Modern Nation States, 1848–1914

The content focuses on the following Key Questions:

- Were the Revolutions of 1848 important?
- How was Italy unified?
- How was Germany unified?
- Why was there a civil war in the United States and what were its results?
- Why, and with what effects, did Europeans expand their overseas empires inthe 19th century?
- What caused the First World War?

or:

Option B

The 20th century: International Relations since 1919

The content focuses on the following Key Questions:

- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- Why did events in the Gulf matter, c.1970–2000?

In addition, all candidates must also study **at least one** of the following Depth Studies:

- The First World War, 1914–18
- Germany, 1918–45
- Russia, 1905–41
- The USA, 1919–41
- China, c.1930–c.1990
- South Africa, c.1940–c.1994
- Israelis and Palestinians since 1945

Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The MISY curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Key stage 3

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.
Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Physical Education

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The MISY curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

- perform safe self-rescue in different water-based situations.

Key stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Languages

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Key stage 3: Modern foreign language

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate

- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

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ကျောင်းကျန်းမာသန့်ရှင်းရေးနှင့် ကျန်းမာရေးစောင့်ရှောက်မှု

ကျောင်းအဝန်းအတွင်းနှင့်စာသင်ခန်းများသန့်ရှင်းသာယာရေးနှင့် ကျန်းမာရေးစောင့်ရှောက်မှုများအား အလေးပေးဆောင်ရွက်ပါမည်။ ကျောင်းသားများ၏ ကျန်းမာရေးစောင့်ရှောက်မှုအတွက် ကျောင်းတွင် အရည်အချင်းပြည့်ဝသောသူနာပြုထားရှိပါသည်။ ထို့အပြင် ရှေးဦးသူနာပြုနည်းလမ်းများ တတ်ကျွမ်းသော ဝန်ထမ်းများလည်းရှိပါသည်။

- မိဘများသည် ကျောင်းဝင်ခွင့်ပုံစံများဖြည့်စွက်ရာတွင်မိမိသား/သမီးများ၏ကျန်းမာရေးအားနည်းချက်များ သင်ယူမှုအခက်အခဲများကို ဖြည့်စွက်ရပါမည်။ အကယ်၍ ကျောင်းသားများသည် အရေးပေါ်ဆေးကုသမှုခံယူရန် လိုအပ်ပါကကျောင်းမှသက်ဆိုင်ရာကျန်းမာရေးဌာနသို့ ပို့ဆောင်ခြင်းအား မိဘများမှ သဘောတူခွင့်ပြုရပါမည်။ ဆေးကုသမှုကုန်ကျစရိတ်မှာ မိဘများ၏ တာဝန်သာဖြစ်ပါသည်။
- ကျောင်းသားတစ်ဦးနာမကျန်းဖြစ်၍ အိမ်တွင်အနားယူရန်လိုအပ်ပါက သက်ဆိုင်ရာဆရာဝန်၏ထောက်ခံဖော်ပြချက်ပါသောစာကို ကျောင်းသို့တင်ပြရမည်။
- အကယ်၍ ကျောင်းသားတစ်ဦးဖျားနာပါက ကျောင်းအုပ်၏ ခွင့်ပြုချက်ဖြင့် အိမ်ကိုအကြောင်းကြားပေးပါမည်။
- အသေးစိတ်ထိခိုက်ဒဏ်ရာများကို ရှေးဦးသူနာပြုနည်းဖြင့် ကျောင်းသူနာပြုမှ စောင့်ရှောက်ကုသပေးပါမည်။ အကယ်၍ပိုမိုပြင်းထန်သော မတော်တဆ ထိခိုက်ဒဏ်ရာ ရရှိပါက ကျောင်းဝင်ခွင့်ပုံစံတွင် ဖြည့်စွက်ထားသော အရေးပေါ်ဖုန်းနံပါတ်များသို့ ချက်ချင်းဆက်သွယ် အကြောင်းကြားပါမည်။
- ကျောင်းသားများကျောင်းချိန်အတွင်းဆေးသောက်ရန်ရှိပါကလည်းကျောင်းသို့မိဘများမှဆက်သွယ်မှာကြားနိုင်ပါသည်။ ကျောင်းသူနာပြုမှ ကျောင်းသားအား လိုအပ်သောအချိန်တွင် ဆေးတိုက်ကျွေးပါမည်။
- ကျောင်းသားများ လေ့လာရေးခရီးအစီအစဉ်များရှိပါက ကျောင်းသား၏ကျန်းမာရေးအခြေအနေ ဆေးကုသမှတ်တမ်း ဓါတ်မတည့်သည့်အစားအစာနှင့်ပစ္စည်းများအား ကျောင်းသို့ကြိုတင် အသိပေးထားရပါမည်။

ကျောင်းဝန်းအတွင်းအပြင်နှင့် စာသင်ခန်းများ သန့်ရှင်းသာယာရေးနှင့်ကျန်းမာရေးစောင့်ရှောက်မှုများအားဆောင်ရွက်ရန် ဝန်ထမ်းများခန့်ထားရှိဆောင်ရွက်ပါမည်။

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သဘာဝဘေးအန္တရာယ်ကြုံတွေ့စဉ် ဆောင်ရွက်မည့်အစီအမံ

၁။ ဘုတ်အဖွဲ့၏ ကြီးကြပ်မှုဖြင့် အောက်ပါအတိုင်း အဖွဲ့များဖွဲ့စည်းဆောင်ရွက်ပါမည်-
(က) သဘာဝဘေးအန္တရာယ်ကာကွယ်ရေးကြီးကြပ်မှုအဖွဲ့၊
(ခ) ဘေးလွတ်ရာသို့ ကယ်ဆယ်ရေးအဖွဲ့၊
(ဂ) ရှေးဦးသူနာပြုအဖွဲ့၊
(ဃ) လုံခြုံရေးအဖွဲ့၊
(င) ဆက်သွယ်ပြန်ကြားရေးအဖွဲ့၊

၂။ သဘာဝဘေးအန္တရာယ်ကာကွယ်ရေး ကြီးကြပ်မှုအဖွဲ့
ကြီးကြပ်မှုအဖွဲ့ကို အောက်ပါအတိုင်းဖွဲ့စည်း ဆောင်ရွက်ပါမည်-

(က)	ဒေါ်နုနုအေး	ဥက္ကဌ
(ခ)	ဒေါ်အိအိဇင်	ဒုတိယဥက္ကဌ
(ဂ)	ဒေါ်တင့်ရွှေစင်	ဒုတိယဥက္ကဌ
(ဃ)	ဒေါ်ဝတ်ရည်ဝင်းကို	အဖွဲ့ဝင်
(င)	ဦးခင်မောင်ထွန်း	အဖွဲ့ဝင်
(စ)	ဦးမြင့်သိန်း	အဖွဲ့ဝင်
(ဆ)	ဦးသန်းစိုး	အဖွဲ့ဝင်
(ဇ)	ဦးကျော်ကျော်ဦး	အဖွဲ့ဝင်
(ဈ)	ဒေါ်စန်းစန်းတင့်	အဖွဲ့ဝင်
(ည)	ဒေါ်ဖြိုးယုမွန်	အဖွဲ့ဝင်
(ဋ)	ဒေါ်အေးမီမီအောင်	အဖွဲ့ဝင်
(ဌ)	ဦးရန်ဝင်းအောင်	အတွင်းရေးမှူး
(ဍ)	ဦးဆန်းဝင်း	တွဲဖက်အတွင်းရေးမှူး

၃။ ဘေးလွတ်ရာသို့ကယ်ဆယ်ရေးအဖွဲ့
အောက်ပါအတိုင်း ဖွဲ့စည်းဆောင်ရွက်ပါမည် -

(က)	ဦးခင်မောင်ထွန်း	အဖွဲ့ခေါင်းဆောင်
(ခ)	ဦးမြင့်သိန်း	အဖွဲ့ဝင်
(ဂ)	ဦးသန်းစိုး	အဖွဲ့ဝင်
(ဃ)	ဦးကျော်ကျော်ဦး	အဖွဲ့ဝင်
(င)	ဒေါ်စန်းစန်းတင့်	အဖွဲ့ဝင်
(စ)	ဒေါ်ဖြိုးယုမွန်	အဖွဲ့ဝင်
(ဆ)	ဒေါ်မေစိန်ဦး	အဖွဲ့ဝင်
(ဇ)	ဒေါ်ဝင်းပပဖြိုး	အဖွဲ့ဝင်
(ဈ)	ဆရာ၊ ဆရာမများ	အဖွဲ့ဝင်

၄။ ကယ်ဆယ်ရေးအဖွဲ့သည် အစုလိုက်ဝန်ထမ်းများ၏ အင်အားကိုရယူပြီး ဆရာ၊ ဆရာမများနှင့် ပူးပေါင်းကာ ကျောင်းသား၊ ကျောင်းသူများ၏ ဘေးအန္တရာယ်ကင်းရှင်းစေရန် ဆောင်ရွက်ကြရမည်။ အရေးပေါ်ကာလ အတွင်း စာနပ်ရိက္ခာနှင့် ဆေးဝါးများကို လိုအပ်ပါက ပံ့ပိုးပေးနိုင်ရေး ကြိုတင်စီစဉ်ထားရမည်။

၅။ အလှည့်လိုက်တာဝန်ကျ ပြုပြင်ထိန်းသိမ်းရေးဝန်ထမ်းများ၊ သန့်ရှင်းရေးဝန်ထမ်းများသည် ကျောင်းဆင်းပြီး မိမိတို့၏ လုပ်ငန်းတာဝန်များ မပြီးဆုံးမီ စာသင်ခန်းတံခါးကြီးများ၊ ပြူတင်းပေါက်များ ပိတ်၊ မပိတ်၊ လျှောက်လမ်းပေါ်ရှိ ယင်းလိပ်များချထားမှု ခိုင်ခန့်အောင် ချည်နှောင်ထားခြင်းရှိ၊ မရှိတို့ကိုစစ်ဆေးဆောင် ရွက်ရမည်။

၆။ ကျောင်းဆင်းပြီး ကျောင်းသား၊ ကျောင်းသူများ ဝန်ထမ်းများပြန်ထွက်ခွာပြီးနောက် ဖုန်းတာဝန်ကျ၊လုံခြုံရေး တာဝန်ကျများက ကျောင်းအဆောက်အဦးရှိ စာသင်ခန်းတံခါးကြီးများ၊ ပြူတင်းပေါက်များ ပိတ်၊ မပိတ် လျှောက်လမ်းပေါ်ရှိ ယင်းလိပ်များချထားမှုခိုင်ခန့်အောင်ချည်နှောင်ထားခြင်းရှိ၊မရှိတို့ကိုစစ်ဆေးဆောင်ရွက် ရမည်။

၇။ မိုးသက်လေပြင်းကျရောက်စဉ် အလှည့်အလိုက်ရေများယိုစိမ့်မှုဖြစ်ပါကအချိန်နှင့်တပြေးညီရွှေ့ပြောင်းပေးရန်၊ လျှောက်လမ်းများတွင် ကလေးများချော်မလဲစေရန် ရေများသုတ်ပေးခြင်း၊ လေပြင်းတိုက်ခတ်သည့်အချိန်နှင့် မိုးသည်းထန်စွာ ရွာသွန်းချိန်များတွင် ဆရာ၊ဆရာမများနှင့် ပူးပေါင်း၍ ကလေးများကို စာသင်ခန်းအတွင်း ထားရှိစေခြင်း၊ ဝန်ထမ်းများကိုလည်း သစ်ပင်အောက်နှင့်ပြိုကျလွယ်သည့် နေရာများတွင် မရှိစေခြင်းတို့ကို ဆောင်ရွက်ရမည့်အပြင် အချိန်မီမရွှေ့ပြောင်းနိုင်သော ပစ္စည်းများ မိုးစိုမှုမှ ကာကွယ်နိုင်ရန် ပလပ်စတစ် တာလပတ်များကြိုတင် ထုတ်ယူထားရမည်။

၈။ မိုးကြိုးခြင်း၊ လေမုန်တိုင်းတိုက်ခြင်းဖြစ်စဉ်ဖြစ်လာပါက ဝိုင်ယာရှော့ဖြစ်ခြင်းမှ ကာကွယ်နိုင်ရန် တာဝန်ရှိ သူများမှ ဗဟိုမီးထိန်းချုပ်ရေးအခန်းရှိ **Main Breaker** ကိုပိတ်ရမည်။

၉။ ရှေးဦးသူနာပြုအဖွဲ့

အောက်ပါအတိုင်း ဖွဲ့စည်းဆောင်ရွက်ပါမည်-

(က)	ဒေါ်တင်နီလာဝင်း	အဖွဲ့ခေါင်းဆောင်
(ခ)	ဒေါ်သင်းသင်းနွယ်	အဖွဲ့ဝင်
(ဂ)	ဒေါ်မိဝတ်ရည်ထွေး	အဖွဲ့ဝင်

၁၀။ လုံခြုံရေးအဖွဲ့

နေ့လုံခြုံရေးတာဝန်ကျများသည် မိမိတာဝန်ကျချိန်များ၌ ကျောင်းအဆောက်အဦး အန္တရာယ်ကင်းရှင်းရေး၊ ဝန်ထမ်းအားလုံးနှင့် ဆရာ၊ ဆရာမ၊ ကျောင်းသား၊ ကျောင်းသူများဘေးအန္တရာယ်ကင်းရှင်းရေးကို တာဝန်ယူဆောင်ရွက်ရမည်။ ညအချိန်ဘေးအန္တရာယ်ဖြစ်ပွားကြုံတွေ့ပါက ကျောင်းတွင်းအဆောင်နေဝန်ထမ်းများကို အောက်ပါအတိုင်းဖွဲ့စည်း၍ ဆောင်ရွက်ရမည်။

၁၁။ ဆက်သွယ်ပြန်ကြားရေးအဖွဲ့
အောက်ပါအတိုင်းဖွဲ့စည်းဆောင်ရွက်ရမည်-

(က)	ဒေါ်ဝင်းပပဖြိုး	အဖွဲ့ခေါင်းဆောင်
(ခ)	ဒေါ်နွေးနဒီလှိုင်	အဖွဲ့ဝင်
(ဂ)	ဦးနေမင်းထက်	အဖွဲ့ဝင်
(ဃ)	ဖုန်းတာဝန်ကျ	အဖွဲ့ဝင်

၁၂။ ဆက်သွယ်ပြန်ကြားရေးအဖွဲ့သည် အောက်ပါဖုန်းနံပါတ်များသို့ အချိန်နှင့်တစ်ပြေးညီ ဆက်သွယ် အကြောင်းကြားရမည်-

(က)	ဒေါ်နုနုအေး	ဗဟိုအဖွဲ့ဥက္ကဋ္ဌ	ဖုန်း ၀၉-၅၀၀၅၅၅၅
(ခ)	ဒေါ်အိအိဇင်	ဒုတိယဥက္ကဋ္ဌ	ဖုန်း ၀၉၅၅၀၄၁၃၉
(ဂ)	ဒေါ်တင့်ရွှေစင်	ဒုတိယဥက္ကဋ္ဌ	ဖုန်း ၀၉၇၉၉၇၀၁၄၆၅
(ဃ)	ဦးရန်ဝင်းအောင်	အတွင်းရေးမှူး	ဖုန်း
(င)	ဦးဆန်းဝင်း	တွဲဖက်အတွင်းရေးမှူး	ဖုန်း ၀၉၅၀၇၀၃၂၆
(စ)	မြို့နယ် မီးသတ်ဦးစီးဌာန		
(င)	မြို့နယ် ရဲစခန်း		

၁၃။ အထွေထွေ
Myanmar International School Yangon (Yangon Campus)၏ သဘာဝဘေးအန္တရာယ်ကာကွယ်ရေးကြီးကြပ်မှု အဖွဲ့သည် ဘေးလွတ်ရာသို့ ကယ်ဆယ်ရေးအဖွဲ့၊ ရှေးဦးသူနာပြုအဖွဲ့၊ လုံခြုံရေးအဖွဲ့၊ ဆက်သွယ်ပြန်ကြားရေးအဖွဲ့တို့၏ လုပ်ငန်းတာဝန်များ စနစ်တကျ ကွပ်ကဲကြီးကြပ်ဆောင်ရွက်ရန်နှင့် ဆောင်ရွက်မှုအခြေအနေကို ဒါရိုက်တာအဖွဲ့သို့ အမြန်ဆုံးအစီရင်ခံတင်ပြရမည်။

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မီးဘေးအန္တရာယ် ကာကွယ်ရေးစီမံချက်

သတင်း

၁။ ၂၀၁၇ ခုနှစ် အောက်တိုဘာလ (၁၉) ရက် နံနက် ၀၃း၀၀ နာရီအချိန် မင်္ဂလာတောင်ညွန့်မြို့နယ်၊ ကန်တော်ကြီးပတ်လမ်းရှိ ကန်တော်ကြီးပဲလေ့စ်ဟိုတယ် မီးလောင်မှုဖြစ်ပွားခဲ့ရာ အဆင့် (၄) အထိ ဆုံးရှုံးမှုအန္တရာယ် ဖြစ်ပေါ်စေခဲ့ပါသည်။

၂။ မီးလောင်မှုဖြစ်စဉ်တွင် မီးကိုပေါ့ဆစွာသုံးစွဲခြင်းနှင့် လျှပ်စစ်ဓါတ်အားကို စနစ်တကျ မသုံးစွဲမှုများကြောင့် မီးလောင်မှုများဖြစ်ပေါ်ခဲ့သည်ကို အဓိကတွေ့ရှိနေရသည်။ ကျောင်းအနေဖြင့် အဖျက်မှောင့် ရည်ရွယ်ချက်များဖြင့် တမင်ဖန်တီးမီးရှို့ခြင်း၊ မီးပေါ့ဆခြင်း၊ ကူးစက်မီးနှင့် လျှပ်စစ်မီးသုံးစွဲမှုစနစ်များမှ မီးလောင်မှုများ ဖြစ်ပေါ်မှုကို ကြိုတင်ကာကွယ်နိုင်ရေးနှင့်မီးလောင်မှုဖြစ်ပွားပါကဝန်ထမ်းများ၊ကျောင်းသားကျောင်းသူများ၊ ဆရာ၊ ဆရာမများ အားလုံးမီးငြိမ်းသတ်ရေးနှင့် ကယ်ဆယ်ရေးလုပ်ငန်းများကို စနစ်တကျဆောင်ရွက်နိုင်ရေးတို့အတွက် မီးဘေးအန္တရာယ်လုံခြုံရေးစီမံချက်ကို ရေးဆွဲဆောင်ရွက်ရန်လိုအပ်ပါသည်။

ရည်ရွယ်ချက်

၄။ **Myanmar International School Yangon (Yangon Campus)** ကျောင်းတွင် ပညာသင်ကြားနေသည့် ကျောင်းသား၊ ကျောင်းသူများနှင့် ဆရာ၊ ဆရာမများ၊ လုံခြုံရေးဌာန၊ ပြုပြင်ထိန်းသိမ်းရေးဌာန၊ သန့်ရှင်းရေးဌာန၊မော်တော်ယာဉ်ဌာ၊ကျောင်းစားသောက်ဆိုင်၊ဝန်ထမ်းမီးဖိုဆောင်တို့တွင်တာဝန်ထမ်းဆောင်နေကြသော ဝန်ထမ်းများအား မီးဘေးကြိုတင်ကာကွယ်နိုင်ရန်နှင့် မီးလောင်ပါကစနစ်တကျအချိန်မီငြိမ်းသတ်နိုင်ရန်။

ကြိုတင်ကာကွယ်ရေး

၅။ **Myanmar International School Yangon (Yangon Champs)** တွင် အို ပုံသဏ္ဍာန်(၃) ထပ်ပင်မအဆောက်အဦးရှိပြီး အထပ်တိုင်းတွင် (၃) **Kg** မီးသတ်ဆေးဘူး(၄)ဘူးစီထားရှိ၍ သိပ္ပံလက်တွေ့ခန်းများတွင်လည်း မီးသတ်ဆေးဘူးများ စနစ်တကျထားရှိပါသည်။ ကျောင်းစားသောက်ဆိုင်တွင် (၂) **Kg** မီးသတ်ဆေးဘူး (၃)ဘူး၊ **Mess** နှင့် **Kitchen** တို့တွင် မီးသတ်ဆေးဘူး (၁) ဘူးစီ၊ တိုးချဲ့စာသင်ခန်းနှင့် စတိုခန်းများ၊ မီးစက် (**Generator**)နှင့် ဆီသိုလှောင်သည့်နေရာ၊ မော်တော်ယာဉ်ဌာနတို့တွင် မီးသတ်ဆေးဘူးများ စနစ်တကျထားရှိပြီးဖြစ်ပါသည်။

၆။ လျှပ်စစ်ဓါတ်အားသုံးစွဲရာတွင် ဖြစ်ပေါ်လေ့ရှိသည့် **Wire Shock** မီးလောင်မှုနှင့်လောင်စာများမီးလောင်မှုတို့ကိုငြိမ်းသတ်နိုင်ရန် ပေါင်ဒါမှုန့် (**Dry Powder**) နှင့် ရေမြှုပ်မီးသတ်ဆေးဘူး(**Foam Extinguishers**) များစနစ်တကျထားရှိပြီးအသုံးပြုတတ်ရန် သင်ကြားထားရှိပြီးဖြစ်ပါသည်။မော်တော်ယာဉ်တစ်စီးချင်းအလိုက် (**1Kg**) ဘူးများ အသင့်ထားရှိပြီး ဖြစ်ပါသည်။ **MISY (Yangon Campus)** တွင် (**3Kg**) မီးသတ်ဆေးဘူး၊ (၁၅)ဘူး၊ (**2Kg**) (၁၃)ဘူး၊ (**1Kg**) (၇) ဘူး စုစုပေါင်း (၃၅) ဘူးထားရှိဆောင်ရွက်လျက်ရှိပါသည်။

၇။ မီးလောင်နိုင်သည့်နေရာများဖြစ်သည့် ဝန်ထမ်းမီးဖိုချောင်၊ စားသောက်ဆိုင်၊ သိပ္ပံလက်တွေ့ခန်းများ၊ မီးစက်တို့ကို နေ့စဉ်စစ်ဆေးခြင်း၊ အပါတ်စဉ်စစ်ဆေးခြင်း၊ မီးငြိမ်းသတ်မှု အစမ်းလေ့ကျင့်ခြင်းတို့ကို သက်ဆိုင်ရာတာဝန်ရှိသူများက ဆောင်ရွက်ရမည်။

မီးလောင်လျှင် အဖွဲ့လိုက်ဆောင်ရွက်ရမည့်လုပ်ငန်းစီမံချက်

၈။ ဒါရိုက်တာအဖွဲ့ (BOD of MISY) ၏ ကြီးကြပ်မှုဖြင့် အောက်ပါအဖွဲ့များ ဖွဲ့စည်း၍လုပ်ငန်းများဆောင်ရွက်မည် ဖြစ်ပါသည်။

(က) ဗဟိုအဖွဲ့
(ခ) မီးငြိမ်းသတ်ရေးအဖွဲ့
(ဂ) ဘေးလွတ်ရာသို့ကယ်ဆယ်ရေးအဖွဲ့
(ဃ) ရှေးဦးသူနာပြုအဖွဲ့
(င) လုံခြုံရေးအဖွဲ့
(စ) ဆက်သွယ်ရေးအဖွဲ့

၉။ ဗဟိုအဖွဲ့သည် ဒါရိုက်တာအဖွဲ့၏ လမ်းညွှန်မှုဖြင့် ကျောင်းသားကျောင်းသူများ၊ ဆရာဆရာမများ၊ ဝန်ထမ်းများဘေးအန္တရာယ်လုံခြုံရေးအတွက် သတ်မှတ်တာဝန်ပေးထားသည့်အဖွဲ့များကိုအချိန်နှင့်တပြေးညီကြီးကြပ်ဆောင်ရွက်နိုင်ရန် ဒါရိုက်တာအဖွဲ့ဝင် (Admin) ဦးဆောင်သည့် ကြီးကြပ်မှုဗဟိုအဖွဲ့ကို အောက်ပါအတိုင်းဖွဲ့စည်းတာဝန်ပေးထားပါသည်။

(က)	ဒေါ်အိအိဇင်	ဥက္ကဋ္ဌ
(ခ)	ဒေါ်ဖြိုးယုမွန်	အဖွဲ့ဝင်
(ဂ)	ဒေါ်စန်းစန်းတင့်	အဖွဲ့ဝင်
(ဃ)	ဦးမြင့်သိန်း	အဖွဲ့ဝင်
(င)	ဦးသန်းစိုး	အဖွဲ့ဝင်
(စ)	ကိုကျော်ကျော်ဦး	အဖွဲ့ဝင်
(ဆ)	ဦးခင်မောင်ထွန်း	အတွင်းရေးမှူး
(ဇ)	ဦးဆန်းဝင်း	တွဲဖက်အတွင်းရေးမှူး

မီးငြိမ်းသတ်ရေးအဖွဲ့ (Fire Fighting Team)

၁၀။ မီးလောင်မှုဖြစ်ပွားသည်နှင့် သတိပေးအချက်ပြ (Fire Alarm) ပြုလုပ်ရမည်။ Fire Alarm အသံကြားပါက မီးငြိမ်းသတ်ရေးအဖွဲ့များသည် Security Office နှင့် ဂိတ်(၁)အနီးရှိ စုရပ် (Assembly) ၌ စနစ်တစ်ကျစုစည်းပြီး အဖွဲ့လိုက်မီးငြိမ်းသတ်နိုင်ရန် အောက်ပါအတိုင်း ဖွဲ့စည်းတာဝန်ပေးဆောင်ရွက်မည်-

(က) အဖွဲ့ (၁)

(၁)	ဦးရန်နိုင်စိုး	အဖွဲ့ခေါင်းဆောင်
(၂)	ကိုဝေယံဖြိုး	ဒုအဖွဲ့ခေါင်းဆောင်
(၃)	ကိုစမြဦး	အဖွဲ့ဝင်
(၄)	ကိုကျော်ထက်လင်း	အဖွဲ့ဝင်
(၅)	ကိုမျိုးထက်လင်း	အဖွဲ့ဝင်
(၆)	ကိုနိုင်ထွန်းထွန်း	အဖွဲ့ဝင်

(ခ) အဖွဲ့ (၂)

(၁) ကိုကျော်ကျော်ဦး အဖွဲ့ခေါင်းဆောင်

(၂) ကိုအာကာမိုး ဒုအဖွဲ့ခေါင်းဆောင်

(၃) ကိုလွမ်းမိုးဦး အဖွဲ့ဝင်

(၄) ကိုနေမင်းထက် အဖွဲ့ဝင်

(၅) ကိုထက်ထက်လင်း အဖွဲ့ဝင်

(၆) ကိုထက်ဝေလင်း အဖွဲ့ဝင်

(ဂ) အဖွဲ့ (၃)

(၁) ကိုထိန်ဝင်းအောင် အဖွဲ့ခေါင်းဆောင်

(၂) ကိုမြင့်နိုင် ဒုအဖွဲ့ခေါင်းဆောင်

(၃) ကိုကျော်ဆန်းလင်း အဖွဲ့ဝင်

(၄) ကိုမျိုးမြင့်ထွေး အဖွဲ့ဝင်

(၅) ကိုနိုင်လင်းထက် အဖွဲ့ဝင်

(၆) ကိုထက်ဝေလင်း အဖွဲ့ဝင်

၁၁။ မီးငြိမ်းသတ်ရေးအဖွဲ့ **(Fire Fighting Team)** အတွက် ရေပိုက်ခေါင်းများနှင့် မီးသတ်ပိုက်၊ မီးသတ်ပိုက်ခေါင်းများကို မီးလောင်နိုင်သည့်နေရာများအနီးတွင် စနစ်တကျထားရှိခြင်း၊ မြို့နယ်မီးသတ်တပ်ဖွဲ့၏ ပံ့ပိုးကူညီမှုဖြင့် မီးငြိမ်းသတ်ရေးအဖွဲ့ဝင်များကို ကြိုတင်လေ့ကျင့် သင်ကြားပေးခြင်းနှင့် အစမ်းလေ့ကျင့်ခြင်း **(Fire Drills)** များကို လစဉ်ဆောင်ရွက်ရမည်။

၁၂။ ကျောင်းရေလှောင်ကန်တွင် ရေအလုံအလောက်ရှိနေစေရေး ရေဖြည့်တာဝန်ခံမှ ပုံမှန်စစ်ဆေး ဆောင်ရွက်ရမည်။ မီးသတ်ရေစုပ်စက်၊ မီးသတ်ပိုက်နှင့် ပိုက်ခေါင်းများအဆင်သင့်ကောင်းမွန်နေစေရေးအတွက်မီးငြိမ်းသတ်ရေးအဖွဲ့သည် မီးလောင်မှုဖြစ်ပွားကြောင်းသိသည်နှင့် ဗဟိုလျှပ်စစ်ထိန်းချုပ်ခန်းရှိ**(Main Switch)**ကိုပိတ်ရန်လိုအပ်ဖြင့် နီးစပ်ရာဝန်ထမ်းတိုင်းဆောင်ရွက်တတ်စေရန် ကြိုတင်ပြသဆောင်ရွက်ရပါမည်။ မီးငြိမ်းသတ်နိုင်ရန် မီးသတ်ဆေးဘူးများကို လိုအပ်သည့် နေရာများတွင်ထားရှိပြီးဖြစ်၍ မီးသတ်ဆေးဘူးကိုင်တွယ်အသုံးပြုတတ်စေရေး လေ့ကျင့်ထားရှိပြီး ပဏာမမီးငြိမ်းသတ်ရပါမည်။ မီးငြိမ်းသတ်ရေးအဖွဲ့အသီးသီးက စနစ်တကျစုစည်း၍ မီးလောင်သည့်နေရာသို့ မီးသတ်ဆေးဘူး (သို့မဟုတ်)မီးသတ်ပိုက်ဖြင့် မီးငြိမ်းသတ်ခြင်းဆောင်ရွက်ရမည်။

ဘေးလွတ်ရာသို့ ကယ်ဆယ်ရေးအဖွဲ့ **(Rescue Team)**

၁၄။ ကျောင်းချိန်အတွင်း မီးလောင်မှုဖြစ်ပွားလျှင် ကျောင်းရှိကျောင်းသားကျောင်းသူများ၊ ဆရာဆရာမများကို ဘေးကင်းရာသို့ ပို့ဆောင်ပေးနိုင်ရေးနှင့် သင်ကြားမှုအထောက်အကူပစ္စည်းများနှင့် စာရွက်စာတမ်းများကို သတ်မှတ်ထားသည့် ဦးစားပေးအဆင့်အလိုက် သယ်ယူပို့ဆောင်ပေးနိုင်ရေးတို့အတွက် ဘေးလွတ်ရာသို့ ကယ်ဆယ်ရေးအဖွဲ့ကို အောက်ပါအတိုင်းဖွဲ့စည်း တာဝန်ပေးအပ်ပါသည်။

(က) ဦးသန်းစိုး အဖွဲ့ခေါင်းဆောင်

(ခ) ဒေါ်ဖြိုးယုမွန် အဖွဲ့ဝင်

(ဂ) ဒေါ်မေစိန်ဦး+၁ အဖွဲ့ဝင်

(ခ) အဖွဲ့ (၂)
(၁) ကိုကျော်ကျော်ဦး အဖွဲ့ခေါင်းဆောင်
(၂) ကိုအာကာမိုး ဒုအဖွဲ့ခေါင်းဆောင်
(၃) ကိုလွမ်းမိုးဦး အဖွဲ့ဝင်
(၄) ကိုနေမင်းထက် အဖွဲ့ဝင်
(၅) ကိုထက်ထက်လင်း အဖွဲ့ဝင်
(၆) ကိုထက်ဝေလင်း အဖွဲ့ဝင်

(ဂ) အဖွဲ့ (၃)
(၁) ကိုထိန်ဝင်းအောင် အဖွဲ့ခေါင်းဆောင်
(၂) ကိုမြင့်နိုင် ဒုအဖွဲ့ခေါင်းဆောင်
(၃) ကိုကျော်ဆန်းလင်း အဖွဲ့ဝင်
(၄) ကိုမျိုးမြင့်ထွေး အဖွဲ့ဝင်
(၅) ကိုနိုင်လင်းထက် အဖွဲ့ဝင်
(၆) ကိုထက်ဝေလင်း အဖွဲ့ဝင်

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၁၂။ ကျောင်းရေလှောင်ကန်တွင် ရေအလုံအလောက်ရှိနေစေရေး ရေဖြည့်တာဝန်ခံမှ ပုံမှန်စစ်ဆေး ဆောင်ရွက်ရမည်။ မီးသတ်ရေစုပ်စက်၊ မီးသတ်ပိုက်နှင့် ပိုက်ခေါင်းများအဆင်သင့်ကောင်းမွန်နေစေရေးအတွက်မီးငြိမ်းသတ်ရေးအဖွဲ့သည် မီးလောင်မှုဖြစ်ပွားကြောင်းသိသည်နှင့် ဗဟိုလျှပ်စစ်ထိန်းချုပ်ခန်းရှိ**(Main Switch)**ကို ပိတ်ရန်လိုအပ်ဖြင့် နီးစပ်ရာဝန်ထမ်းတိုင်းဆောင်ရွက်တတ်စေရန် ကြိုတင်ပြသဆောင်ရွက်ရပါမည်။ မီးငြိမ်းသတ်နိုင်ရန် မီးသတ်ဆေးဘူးများကို လိုအပ်သည့် နေရာများတွင်ထားရှိပြီးဖြစ်၍ မီးသတ်ဆေးဘူးကိုင်တွယ်အသုံးပြုတတ်စေရေး လေ့ကျင့်ထားရှိပြီး ပဏာမမီးငြိမ်းသတ်ရပါမည်။ မီးငြိမ်းသတ်ရေးအဖွဲ့အသီးသီးက စနစ်တကျစုစည်း၍ မီးလောင်သည့်နေရာသို့ မီးသတ်ဆေးဘူး (သို့မဟုတ်)မီးသတ်ပိုက်ဖြင့် မီးငြိမ်းသတ်ခြင်းဆောင်ရွက်ရမည်။

ဘေးလွတ်ရာသို့ ကယ်ဆယ်ရေးအဖွဲ့ **(Rescue Team)**

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(က) ဦးသန်းစိုး အဖွဲ့ခေါင်းဆောင်
(ခ) ဒေါ်ဖြိုးယုမွန် အဖွဲ့ဝင်
(ဂ) ဒေါ်မေစိန်ဦး+၁ အဖွဲ့ဝင်

၂၀။ မီးလောင်မှုဖြစ်ပါလျှင် အောက်ပါဖုန်းနံပါတ်များသို့ အချိန်နှင့်တစ်ပြေးညီ (အလျှင်အမြန်) ဆက်သွယ်သတင်းပို့ရမည်။

(က) ဗဟိုအဖွဲ့ဥက္ကဋ္ဌ ၀၉၅၅၀၄၁၃၉

(ခ) ဗဟိုအဖွဲ့အတွင်းရေးမှူး ၀၉၅၁၉၅၈၂၇

(ဂ) **MISY** လုံခြုံရေးတာဝန်မှူး ၀၉၇၈၈၄၀၇၄၁၈

(ဃ) မြို့နယ်မီးသတ်ဦးစီးဌာန

(င) မြို့နယ်ရဲစခန်း

၂၁။ အထွေထွေ

MISY ၏ မီးဘေးအန္တရာယ်ကြိုးကြပ်မှုဗဟိုအဖွဲ့သည် မီးငြိမ်းသတ်ရေးအဖွဲ့၊ ကယ်ဆယ်ရေးအဖွဲ့၊ သူနာပြုအဖွဲ့၊ လုံခြုံရေးနှင့် ဆက်သွယ်ရေးအဖွဲ့တို့၏ လုပ်ငန်းတာဝန်များကို စနစ်တကျကွပ်ကဲကြီးကြပ်ဆောင်ရွက်ရန်နှင့် ဆောင်ရွက်မှုအခြေအနေကို ဒါရိုက်တာအဖွဲ့ **(Board of Directors)** သို့ အမြန်ဆုံးအစီရင်ခံတင်ပြရမည်။

U Htin Kyaw
Director
Eternal Technical Supporting Co., Ltd.

နောက်ဆက်တွဲဇယား – ၁၈

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e-mail: misy@misyedu.org
website: www.misyedu.com

သို့

ဥက္ကဋ္ဌ
မြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှုကော်မရှင်
အမှတ် (၁)၊ သစ္စာလမ်းမကြီး၊ ရန်ကင်းမြို့နယ်၊ ရန်ကုန်မြို့။
ပြည်ထောင်စုသမ္မတမြန်မာနိုင်ငံတော်။

ရက်စွဲ ။ ။ ၂၀၁၈ ခုနှစ် ၊ လ၊ ( )ရက်။

အကြောင်းအရာ ။ ။ <u>အမျိုးသားပညာရေးဥပဒေများအားလိုက်နာဆောင်ရွက်ရန် ဝန်ခံကတိပြုခြင်း။</u>

အထက်အကြောင်းအရာပါ ကိစ္စနှင့်ပတ်သက်၍ ကျွန်တော်တို့ **Eternal Technical Supporting Company Limited {Myanmar International School Yangon (Yangon Campus)}**သည်အမျိုးသားပညာရေးဥပဒေ(၂၀၁၄)၊ အမျိုးသားပညာရေးဥပဒေပြင်ဆင်ချက် (၂၀၁၅)နှင့် နောင်ထွက်ပေါ်လာမည့် ပညာရေးဥပဒေများအား လိုက်နာဆောင်ရွက်ရန် သိရှိကြောင်း ဝန်ခံကတိပြုပါသည်။

လေးစားစွာဖြင့်

(signature)

U Htin Kyaw
Director
Eternal Technical Supporting Co., Ltd.

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သို့

ဥက္ကဋ္ဌ

မြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှုကော်မရှင်

အမှတ် (၁)၊ သစ္စာလမ်းမကြီး၊ ရန်ကင်းမြို့နယ်၊ ရန်ကုန်မြို့။

ပြည်ထောင်စုသမ္မတမြန်မာနိုင်ငံတော်။

ရက်စွဲ ။ ။ ၂၀၁၈ ခုနှစ် ၊ လ၊ ( )ရက်။

အကြောင်းအရာ ။ ။ National Assessment Policy အား လိုက်နာဆောင်ရွက်မည်ဖြစ်ကြောင်း ဝန်ခံကတိပြုခြင်း။

အထက်အကြောင်းအရာပါ ကိစ္စနှင့်ပတ်သက်၍ ကျွန်တော်တို့ Eternal Technical Supporting Company Limited {Myanmar International School Yangon (Yangon Campus)} သည် နောင်ထွက်ပေါ်လာမည့် National Assessment Policy အား သိရှိလိုက်နာဆောင်ရွက်မည်ဖြစ်ကြောင်းဝန်ခံကတိပြုပါသည်။

လေးစားစွာဖြင့်

(signature)

U Htin Kyaw
Director
Eternal Technical Supporting Co., Ltd.